Once the district/campus name is entered below, it will automatically be copied to each of the remaining

District Name:		Campus Name:	New Frontiers Charter School	Education Service Center (ESC):	20
County-District Number (CDN):		Campus Number:		Provider	Melonie Hammons
Hearing for Targeted	9/30/2015	Date Targeted Improvement Plan Approved		Reconstitution Plan Completed and	
District/Campu	Ruben Pesina			Melissa Holguin	
s Leadership	Dovie Boykins		Coordinator of		
Team	Maria Morgen		School		
(DLT/CLT)	Deanna Sanchez		Improvement		
Members:	Maria Palacios		(DCSI):		

# **Intervention Identification**

PBMAS:	Select	RF:		If a campus is paired with	
Improvement Required:	Yes	TTIPS:	No	your campus/distric	<enter campus="" here.="" name=""></enter>
Priority:	No	Focus:	Yes	t, please name the campus.	

# **Improvement Plan Tips**

Feature/Tip	Explanation	Screenshot		
the Data Analysis Summary	tab for a campus user and one for a district user. You only need to complete ONE of these tabs in the workbook.  (If you are a single-campus district	INSTRUCTIONS CAMPUS-DATA ANALYSIS DISTRICT-DATA ANALYSIS NA SUMMARY AND IP RECONSTITUTION TTIPS		

Required Information

Once the district/campus name is entered below, it will automatically be copied to each of the remaining

District Name:		Campus Name:	New Frontiers Charter School	Education Service Center (ESC):	20
County-District Number (CDN):	015805	Campus Number:		Provider	Melonie Hammons
Hearing for Targeted	19/31/21115	Date Targeted Improvement Plan Approved	10/12/2015	Reconstitution Plan Completed and	
District/Campu	Ruben Pesina		District	Melissa Holguin	
s Leadership	Dovie Boykins		Coordinator of		
Team	Maria Morgen		School		
(DLT/CLT)	Deanna Sanchez		Improvement		
Members:	Maria Palacios		(DCSI):		

PBMAS:	Select	RF:	No	If a campus is paired with	
Improvement Required:	Yes	TTIPS:	No		<enter campus="" here.="" name=""></enter>
Priority:	No	Focus:	Yes	t, please name the campus.	
Zoom Level Bar	The Zoom Level Bar place of the zoom le menu in newer versi is found at the bottor excel workbook.  You can change the dragging the arrow lecticking the + or - but increase/decrease the 10% with each click.  Tabs within this wooptimally when the set to 90%. If you find alignment of the cheskewed, check your	vel drop down ons of excel and m right of an zoom by eft or right OR ttons to he zoom level by orkbook work a zoom level is not that the eckboxes is	<b>- +</b> 9	NA SUMMARY AND IP RECON	STITUTION TTPS

Once the district/campus name is entered below, it will automatically be copied to each of the remaining tabs.

District Name:		Campus Name:	New Frontiers Charter School	Education Service Center (ESC):	20
County-District Number (CDN):	015805	Number:	015805101	Provider	Melonie Hammons
Hearing for Targeted	9/30/2015	Date Targeted Improvement Plan Approved	10/12/2015	Reconstitution Plan Completed and	
District/Campu	Ruben Pesina		District	Melissa Holguin	
s Leadership	Dovie Boykins		Coordinator of		
Team	Maria Morgen		School		
(DLT/CLT)	Deanna Sanchez		Improvement		
Members:	Maria Palacios		(DCSI):		

PBMAS:	Select	RF:	No	If a campus is paired with	
Improvement Required:	Yes	TTIPS:	No		<enter campus="" here.="" name=""></enter>
Priority:	No	Focus:	Yes	t, please name the campus.	
Check Box Selection	Check boxes have be the workbook to allo more than one answ check in the box nex that apply.	w you to select ver. Place a	Choose your favorite superhero?	Superman Iron Man Wonder Woman Spiderman Captain America	
Expanding Rows and/or Columns	If you cannot see all information you have cell, you may adjust cell to fit your text.  1) Highlight the row cursor on the row nu 2) Right click and se from the menu 3) Increase the num Height' pop-up winds 4) Click OK	e entered into a the height of the by placing your imber lect 'Row Height' ber in the 'Row	A long time ago, in a nalavu far far land land land land land land land land	te Options:  Row Height  Row height: 24.75  Row height: 24.75  OK Car  or Contents mat Cells  or Height e	A long time ago, in a galaxy far, far away

Required Information

Once the district/campus name is entered below, it will automatically be copied to each of the remaining

		•	ups.			
District Name:		Campus Name:	New Frontiers Charter School	Education Service Center (ESC):	20	
County-District Number (CDN):		Campus Number:		Provider	Melonie Hammons	
Hearing for Targeted	9/30/2015	Date Targeted Improvement Plan Approved	10/12/2015	Reconstitution Plan Completed and	7/10/2015	
District/Campu	Ruben Pesina		District	Melissa Holguin		
s Leadership	Dovie Boykins		Coordinator of			
Team	Maria Morgen		School			
(DLT/CLT)	Deanna Sanchez		Improvement			
Members:	Maria Palacios		(DCSI):			

PBMAS:	Select	RF:	No	If a campus is paired with	
Improvement Required:	Yes	TTIPS:	No	your campus/distric	<enter campus="" here.="" name=""></enter>
Priority:	No	Focus:	Yes	t, please name the campus.	
ewing Help Boxe	Throughout this doc cells with that contai and guidance you manswer questions. Theen marked with a with a small, red queinside.  To view the help informaticular cell, hover over the cell and the	n information hay need to help hese cells have circle or bubble estion mark  ormation for a ryour mouse		? USER: San Comment	

Once the district/campus name is entered below, it will automatically be copied to each of the remaining

District Name:		Campus Name:	New Frontiers Charter School	Education Service Center (ESC):	20
County-District Number (CDN):		Campus Number:		Provider	Melonie Hammons
Hearing for Targeted	9/30/2015	Date Targeted Improvement Plan Approved		Reconstitution Plan Completed and	
District/Campu	Ruben Pesina			Melissa Holguin	
s Leadership	Dovie Boykins		Coordinator of		
Team	Maria Morgen		School		
(DLT/CLT)	Deanna Sanchez		Improvement		
Members:	Maria Palacios		(DCSI):		

PBMAS:	Select	RF:		No	If a campus is paired with	
Improvement Required:	Yes	TTIPS:		No	your campus/distric	<enter campus="" here.="" name=""></enter>
Priority:	No	Focus:		Yes	t, please name the campus.	
Using the Copy/Paste feature within the Excel document	feature:  1. Copy the text as r 2. Right click on the 3. Choose Paste Sp 4. Select from the m Values or Text. Click finished.  If while attempting to message appears in data being pasted is size and shape, plea following:  1. Copy the text as r 2. Click on the destir	destination cell. ecial. enu either OK when o paste, a dicating that the not the correct ase do the normal. nation cell.		Paste Special  Paste All Formulas Values Formats Comments Validation Operation Add Subtract Skip blanks  Paste Link	All using Source thet All except borders Column widths Formulas and number of Values and number of Multiply Divide Transpose	er formats
Entering the	The District/Campus name MUST be entered on the Instructions tab in the Required Information section. Once			Once the LEA/Campus nar	Required Information me is entered below it will automatically be copied to each	
bistrict/Campu this has been done the bistrict/Campus name will automatically be copied to each of the remaining tabs.		District Name:		Campus Name: Campus Number:	Education Service Center (ESC):  Professional Service Provider (PSP):	

Once the district/campus name is entered below, it will automatically be copied to each of the remaining tabs.

District Name:		Campus Name:	New Frontiers Charter School	Education Service Center (ESC):	20
County-District Number (CDN):		Number:	015805101	Provider	Melonie Hammons
Hearing for Targeted	9/30/2015	Date Targeted Improvement Plan Approved	10/12/2015	Reconstitution Plan Completed and	
District/Campu	Ruben Pesina		District	Melissa Holguin	
s Leadership	Dovie Boykins		Coordinator of		
Team	Maria Morgen		School		
(DLT/CLT)	Deanna Sanchez		Improvement		
Members:	Maria Palacios		(DCSI):		

PBMAS:	Select	RF:	No	If a campus is paired with	
Improvement Required:	Yes	TTIPS:	No	your campus/distric	<enter campus="" here.="" name=""></enter>
Priority:	No	Focus:	Yes	t, please name the campus.	
List of Acronyms	CAP: Corrective Act CDN: County-District CSF: Critical Success DA: Data Analysis EOY: End-of-Year ESC: Education Ser ESEA: Elementary and Education Act	et Number es Factor vice Center and Secondary	IR: Improvement Re NA: Needs Assessn PBM: Performance- PBMAS: Performan RF: Residential Fac TCDSS: Texas Cen TEA: Texas Educati TTIPS: Texas Title I	nent Based Monitoring ce-Based Monitor ilities ter for District and on Agency	ing Analysis System

District Name:	New Frontiers Charter School
Campus Name:	New Frontiers Charter School
	CAMPUS - Data Analysis Summary
Instructions:	Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis process helps inform your campus in the completion of the targeted improvement plan as required by the campus staging identification.  The data analysis is divided into five sections. With the exception of Section IV (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDSS support specialists are available to assist with any questions that may arise throughout this process.
Definition/Purpose:	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

### **Section I - General Questions**

Is your campus identified as Improvement Required in the state accountability system?	Yes
Is your campus identified as a Priority campus?	No
Is your campus identified as a TTIPS recipient?	No

#### **Section II - Index Questions**

	Did your campus meet standard for Index 1?			No			
	?	Student Group			Content Area		
		African American	☐ Reading	□ Writing □	Science	Social Studies	Mathematics
		Hispanic	☑ Reading	✓ Writing	Science	Social Studies ☑	Mathematics
		White	☐ Reading	□ Writing □	Science	Social Studies	Mathematics
	If your campus Index 1 score was 5 points above index target,	American Indian	☐ Reading	□ Writing □	Science	Social Studies	Mathematics
Index 1 -	you do not need to answer this question*.	Asian	☐ Reading	□ Writing □	Science	Social Studies	Mathematics
Student Achievement	Which student group(s) is(are) in greatest need of improvement?	Pacific Islander	☐ Reading	□ Writing □	Science	Social Studies	Mathematics
	(Reminder: System safeguards data can help with this analysis.)	Two or More Races	☐ Reading	☐ Writing ☐	Science	Social Studies	Mathematics
	* See help box for score details.	Economically Disadvantaged	✓ Reading	✓ Writing ✓	Science	Social Studies   ✓	Mathematics
		Special Education	✓ Reading	✓ Writing ✓	Science	Social Studies	Mathematics
		English Language Learners	✓ Reading	✓ Writing ✓	Science	Social Studies	Mathematics
	<provide additional="" any="" here.="" information=""></provide>						
	Did your campus meet standard for Index 2?			Yes			
	If your campus met Index 2 target, then you do not need to answer this question.						
	If your campus missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth?	African Hispanic	☐ White	☐ American Indian ☐	☐ Asian [	☐ Pacific Islander ☐	Two or More Races
Index 2 -	(Reminder: Consider the exceeded progress component as well as made progress when answering.)						
Student Progress		☐ Students who failed in 2014 and failed	in 2015				
	If your campus met Index 2 target, then you do not need to answer this question.	☐ Students who passed in 2014 and pas	sed in 2015				
	If your campus missed Index 2 target, which student group(s)	☐ Students who were at Level III perform	ance in 2014 and score	ed a Level II performance in	n 2015		
	contributed to missing the Index 2 target?	☐ Other					
		Li Guidi					
	<provide additional="" any="" here.="" information=""></provide>						

	Did your campus meet standard for Index 3? *see help box for score details							No					
	If your campus Index 3 score was more than 2 points above the index target, then you do not need to answer this question.	_	African		Hispanic	☐ White		American Indian □	Acion		Pacific Islander		Two or More
Index 3 - Closing Achievement Gaps	Which student group(s), other than economically disadvantaged, was(were) measured for your campus in Index 3?	ľ	American	Ш	пізрапіс	☐ White		American indian	Asidii	ш	Pacific Islander	ш	Races
	Which two ethnic/race student groups will be measured in Index 3 in the 2016 rating?	_	African American	Ø	Hispanic	☐ White		American Indian	Asian		Pacific Islander		Two or More Races
	<provide additional="" any="" here.="" information=""></provide>												
	Did your campus meet standard for Index 4? *see help box for score details							No					
	If your <b>non-AEA</b> campus Index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this	Ø	STAAR compor	nent-s	tudent perform	ance at or above Le	vel II, Final						
	question.		Graduation Rate	е									
Index 4 - Postsecondary Readiness	If your <b>AEA</b> campus Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.		Graduation Plan	n									
	Which component(s) of Index 4 contributed to your campus missing Index 4?		Postsecondary	Indica	ator								
	<provide additional="" any="" here.="" information=""></provide>												

#### Section III - PBMAS

(If your district is not identified in PBMAS, move to section IV)

Select any program area(s) where your district received a performance level (PL) 2 or 3 on a student academic performance indicator in their Performance-Based Monitoring Analysis System (PBMAS) report.		☑ BE/ESL	-	CTE 🔽	NCLB (Title I, Part A	or Migrant)	Z.	Special Educatio	n	
How might your campus have contributed to PBN area(s) of concern and what correlations can be between them and your campus' system safegua	made	<enter text=""></enter>								
		Section  (If your campus is not identified		Priority priority school, move	to section V)					
Which student group(s) contributed to the		Not Applicable		African American		Hispanic		White		All Students
campus identification as a Priority school?		Economically Disadvantaged		English Language Le	earners	Special Education				

### **Section V - Critical Success Factors (CSFs):**

	formance of the campus in relation to the State's indexes. The performance of the campus as measured by the indexes is the result of numerous variables.  It contribute to the overall success of the campus/district as measured by the State's accountability system, please identify the data sources used when reviewing the campus' processes for each CSF.
	(For possible data sources, see the CSF Data Sources document)
Academic Performance	3 STAAR, TAPR Report, TELPAS results, TPRI, disaggregated attendance data for students and teachers, disaggregated discipline referral data
Use of Quality Data to Drive Instruction	
Leadership Effectiveness	3 STAAR reports, TAPR, teacher retention reports, teacher attendance reports, professional development plans, staff surveys, teacher evaluation results
Increased Learning Time	3 student engagement observations, master schedule, minutes of instructional time daily, days per year on the instructional calendar, minutes offered for staff collaboration/PD
Family and Community Engagement	Participation results from workshops, event calendar, sign in sheets, number of community partners, observed results from community partnerships
School Climate	? teacher retention rates from 2005-2006 to present, staff perception data, discipline data, disaagregated attendance data, PEIMS data, teacher attendance reports, community involvement and support, discipline referral data, PBMAS report, PEIMS 425 report
Teacher Quality	STAAR results, classroom observations, teacher recruitment process, increase student performance, teacher feedback, teacher evaluation results, professional development hours and implementation, classroom engagement, failure rates, discipline referrals by teacher, discipline reports/comparative data

**Section VI - Identification of Problem Statements:** Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan. Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the campus should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted In the needs assessment phase of the continuous improvement process, the campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements. High teacher turnover rate has continued to escalate since the 2006-2007 academic year. African American Reading ■ Writing ☐ Social Studies ■ Mathematics Science Not Applicable ✓ Reading Hispanic ✓ Writing Science □ Social Studies Mathematics White Reading Writing Science Social Studies Mathematics Which Index(es) does this Index 1: Student Achievement problem statement address? American Indian Reading □ Writing □ Science Social Studies Mathematics Reading П Mathematics Asian Writing □ Science ☐ Social Studies Campuses may also connect Index 2: Student Progress Pacific Islander Reading ■ Writing ☐ Science ☐ Social Studies Mathematics this problem statement to Two or More Races Reading □ Writing ☐ Science ☐ Social Studies Mathematics missed/targeted system safequard(s). Index 3: Closing Achievement Gaps Economically Disadvantaged ✓ Reading Mathematics ✓ Writing ✓ Science ☐ Social Studies **Special Education** Reading ✓ Writing **✓** Science ☐ Social Studies **V** Mathematics ✓ Index 4: Postsecondary Readiness **English Language Learners** Reading ✓ Writing ✓ Science ☐ Social Studies ✓ Mathematics Faculty & staff lack accountability and high expectations leading to poor academic results. African American Reading ☐ Writing ☐ Science ☐ Social Studies ☐ Mathematics ■ Not Applicable Reading ✓ Writing **V** Hispanic Science Social Studies Mathematics White Reading ■ Writing ☐ Science ■ Mathematics ☐ Social Studies Which Index(es) does this Index 1: Student Achievement problem statement address? American Indian Reading ■ Writing □ Science ☐ Social Studies ■ Mathematics Asian Reading Writing □ Science ☐ Social Studies ■ Mathematics Index 2: Student Progress Campuses may also connect  $\square$ Pacific Islander Reading ■ Writing ☐ Science ☐ Social Studies ■ Mathematics this problem statement to missed/targeted system Two or More Races Reading Writing ☐ Science ☐ Social Studies Mathematics

**Economically Disadvantaged** 

Special Education

**English Language Learners** 

Reading

Reading

Reading

✓ Writing

✓ Writing

✓ Writing

✓ Science

Science

Science

✓

☐ Social Studies

Social Studies

☐ Social Studies

Mathematics

Mathematics

Mathematics

safeguard(s).

Index 3: Closing Achievement Gaps

✓ Index 4: Postsecondary Readiness

	Teachers lack the expertise to effort	ectively imple	ement a viable curriculum framework with	robust instructional practices.										
				Student Group						Content Are	a			
				African American		Reading		Writing		Science		Social Studies		Mathematics
			Not Applicable	Hispanic	v	Reading	V	Writing	Ø	Science		Social Studies	V	Mathematics
	Which Index(es) does this			White		Reading		Writing		Science		Social Studies		Mathematics
Problem Statement 3:	problem statement address?	V	Index 1: Student Achievement	American Indian		Reading		Writing		Science		Social Studies		Mathematics
				Asian		Reading		Writing		Science		Social Studies		Mathematics
	Campuses may also connect this problem statement to	V	Index 2: Student Progress	Pacific Islander		Reading		Writing		Science		Social Studies		Mathematics
	missed/targeted system			Two or More Races		Reading		Writing		Science		Social Studies		Mathematics
	safeguard(s).	✓	Index 3: Closing Achievement Gaps	Economically Disadvantaged	☑	Reading	V	Writing	V	Science		Social Studies	✓	Mathematics
				Special Education	Ø	Reading	V	Writing	V	Science		Social Studies	✓	Mathematics
		V	Index 4: Postsecondary Readiness	English Language Learners	✓	Reading	V	Writing	<b>V</b>	Science		Social Studies	<b>V</b>	Mathematics
					_									
						-								
				Student Group		-				Content Are	ea.			
				Student Group African American		Reading		Writing		Content Are	ea 🗆	Social Studies		Mathematics
			Not Applicable			Reading Reading		Writing Writing				Social Studies		Mathematics Mathematics
	Which Index(es) does this			African American				Writing		Science				
Problem Statement 4:	Which Index(es) does this problem statement address?		Not Applicable Index 1: Student Achievement	African American Hispanic		Reading Reading Reading		Writing		Science Science Science		Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics
Problem Statement 4:	problem statement address?		Index 1: Student Achievement	African American Hispanic White		Reading Reading		Writing		Science Science Science		Social Studies Social Studies		Mathematics Mathematics
Problem Statement 4:				African American Hispanic White American Indian		Reading Reading Reading		Writing Writing Writing		Science Science Science		Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics
Problem Statement 4:	problem statement address?  Campuses may also connect this problem statement to missed/targeted system		Index 1: Student Achievement Index 2: Student Progress	African American Hispanic White American Indian Asian		Reading Reading Reading Reading		Writing Writing Writing Writing		Science Science Science Science		Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics
Problem Statement 4:	problem statement address?  Campuses may also connect this problem statement to		Index 1: Student Achievement	African American Hispanic White American Indian Asian Pacific Islander		Reading Reading Reading Reading Reading		Writing Writing Writing Writing Writing		Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics Mathematics
Problem Statement 4:	problem statement address?  Campuses may also connect this problem statement to missed/targeted system		Index 1: Student Achievement Index 2: Student Progress	African American Hispanic White American Indian Asian Pacific Islander Two or More Races		Reading Reading Reading Reading Reading Reading		Writing Writing Writing Writing Writing Writing Writing		Science Science Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics

				Student Group				Content Area	-		
				African American		Reading	Writing	Science		Social Studies	Mathematics
			Not Applicable	Hispanic		Reading	Writing	Science		Social Studies	Mathematics
		_		White		Ū	Ū				
5.11.004.45	Which Index(es) does this		Index 1: Student Achievement			3	Writing	Science		Social Studies	Mathematics
Problem Statement 5:	problem statement address?	_	index 1. Student Achievement	American Indian			Writing	Science		Social Studies	Mathematics
		_		Asian	_	Reading	Writing	Science		Social Studies	Mathematics
	Campuses may also connect this problem statement to		Index 2: Student Progress	Pacific Islander		Reading	Writing	Science		Social Studies	Mathematics
	missed/targeted system	_		Two or More Races		Reading	Writing	Science		Social Studies	Mathematics
	safeguard(s).		Index 3: Closing Achievement Gaps	Economically Disadvantaged		Reading	Writing	Science		Social Studies	Mathematics
				Special Education		Reading	Writing	Science		Social Studies	Mathematics
			Index 4: Postsecondary Readiness	English Language Learners		Reading	Writing	Science		Social Studies	Mathematics
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				Student Group				Content Area			
				Student Group African American		Reading	Writing	Content Area Science		Social Studies	Mathematics
			Not Applicable			Reading Reading	Writing Writing			Social Studies	 Mathematics Mathematics
	Which Index(es) does this			African American		Reading	Ü	Science			
Problem Statement 6:	Which Index(es) does this problem statement address?		Not Applicable  Index 1: Student Achievement	African American Hispanic		Reading Reading	Writing	Science Science		Social Studies	Mathematics
Problem Statement 6:				African American Hispanic White		Reading Reading Reading	Writing	Science Science Science		Social Studies	Mathematics Mathematics
Problem Statement 6:	problem statement address?  Campuses may also connect			African American Hispanic White American Indian		Reading Reading Reading	Writing Writing Writing	Science Science Science		Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics
Problem Statement 6:	problem statement address?	_	Index 1: Student Achievement	African American Hispanic White American Indian Asian		Reading Reading Reading Reading	Writing Writing Writing Writing	Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics Mathematics
Problem Statement 6:	problem statement address?  Campuses may also connect this problem statement to	_	Index 1: Student Achievement	African American Hispanic White American Indian Asian Pacific Islander		Reading Reading Reading Reading Reading Reading	Writing Writing Writing Writing Writing	Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics Mathematics Mathematics
Problem Statement 6:	problem statement address?  Campuses may also connect this problem statement to missed/targeted system		Index 1: Student Achievement Index 2: Student Progress	African American Hispanic White American Indian Asian Pacific Islander Two or More Races		Reading Reading Reading Reading Reading Reading Reading Reading	Writing Writing Writing Writing Writing Writing Writing	Science Science Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics

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				Student Group			Content Area	3		
				African American	Reading	Writing	Science		Social Studies	Mathematics
			Not Applicable	Hispanic	Reading	Writing	Science		Social Studies	Mathematics
	Which Index(es) does this	_		White	Reading	Writing	Science		Social Studies	Mathematics
Problem Statement 7:	problem statement address?		Index 1: Student Achievement	American Indian	Reading	Writing	Science		Social Studies	Mathematics
				Asian	Reading	Writing	Science		Social Studies	Mathematics
	Campuses may also connect this problem statement to		Index 2: Student Progress	Pacific Islander	Reading	Writing	Science		Social Studies	Mathematics
	missed/targeted system			Two or More Races	Reading	Writing	Science		Social Studies	Mathematics
	safeguard(s).		Index 3: Closing Achievement Gaps	Economically Disadvantaged	Reading	Writing	Science		Social Studies	Mathematics
				Special Education	Reading	Writing	Science		Social Studies	Mathematics
			Index 4: Postsecondary Readiness	English Language Learners	Reading	Writing	Science		Social Studies	Mathematics
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	<type he<="" problem="" statement="" th="" your=""><th></th><th></th><th>Student Group African American</th><th>Reading</th><th>Writing</th><th>Content Area Science</th><th></th><th>Social Studies</th><th>Mathematics</th></type>			Student Group African American	Reading	Writing	Content Area Science		Social Studies	Mathematics
	<type he<="" problem="" statement="" th="" your=""><th>ere.&gt;</th><th>Not Applicable</th><th>отположения от отогр</th><th>Reading Reading</th><th>Writing Writing</th><th></th><th></th><th>Social Studies</th><th>Mathematics Mathematics</th></type>	ere.>	Not Applicable	отположения от отогр	Reading Reading	Writing Writing			Social Studies	Mathematics Mathematics
	Which Index(es) does this			African American	<u> </u>	Ü	Science			
Problem Statement 8:			Not Applicable Index 1: Student Achievement	African American Hispanic	Reading	Writing	Science Science		Social Studies	Mathematics
Problem Statement 8:	Which Index(es) does this problem statement address?		Index 1: Student Achievement	African American Hispanic White	Reading Reading	Writing Writing	Science Science Science		Social Studies Social Studies	Mathematics Mathematics
Problem Statement 8:	Which Index(es) does this problem statement address?  Campuses may also connect			African American Hispanic White American Indian	Reading Reading Reading	Writing Writing Writing	Science Science Science		Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics
Problem Statement 8:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system	0	Index 1: Student Achievement Index 2: Student Progress	African American Hispanic White American Indian Asian	Reading Reading Reading Reading	Writing Writing Writing Writing	Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics Mathematics
Problem Statement 8:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to		Index 1: Student Achievement	African American Hispanic White American Indian Asian Pacific Islander	Reading Reading Reading Reading Reading	Writing Writing Writing Writing Writing	Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics Mathematics Mathematics
Problem Statement 8:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system	0	Index 1: Student Achievement  Index 2: Student Progress	African American Hispanic White American Indian Asian Pacific Islander Two or More Races	Reading Reading Reading Reading Reading Reading Reading	Writing Writing Writing Writing Writing Writing Writing	Science Science Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics

	<type he<="" problem="" statement="" th="" your=""><th>re.&gt;</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></type>	re.>									
				Student Group			<b>Content Are</b>	a			
				African American	Reading	Writing	Science		Social Studies		Mathematics
			Not Applicable	Hispanic	Reading	Writing	Science		Social Studies		Mathematics
	Which Index(es) does this	_		White	Reading	Writing	Science		Social Studies		Mathematics
Problem Statement 9:	problem statement address?		Index 1: Student Achievement	American Indian	Reading	Writing	Science		Social Studies		Mathematics
				Asian	Reading	Writing	Science		Social Studies		Mathematics
	Campuses may also connect this problem statement to		Index 2: Student Progress	Pacific Islander	Reading	Writing	Science		Social Studies		Mathematics
	missed/targeted system			Two or More Races	Reading	Writing	Science		Social Studies		Mathematics
	safeguard(s).		Index 3: Closing Achievement Gaps	Economically Disadvantaged	Reading	Writing	Science		Social Studies		Mathematics
				Special Education	Reading	Writing	Science		Social Studies		Mathematics
			Index 4: Postsecondary Readiness	English Language Learners	Reading	Writing	Science		Social Studies		Mathematics
	<type he<="" problem="" statement="" th="" your=""><th>re.&gt;</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></type>	re.>									
	<type he<="" problem="" statement="" th="" your=""><th>re.&gt;</th><th></th><th>Student Group</th><th></th><th></th><th>Content Are</th><th>ea</th><th></th><th></th><th></th></type>	re.>		Student Group			Content Are	ea			
	<type he<="" problem="" statement="" th="" your=""><th></th><th></th><th>Student Group African American</th><th>Reading</th><th>Writing</th><th>Content Are Science</th><th>ea 🗆</th><th>Social Studies</th><th></th><th>Mathematics</th></type>			Student Group African American	Reading	Writing	Content Are Science	ea 🗆	Social Studies		Mathematics
	<type he<="" problem="" statement="" th="" your=""><th>ere.&gt;</th><th>Not Applicable</th><th></th><th>3</th><th>Writing Writing</th><th></th><th></th><th>Social Studies</th><th></th><th>Mathematics Mathematics</th></type>	ere.>	Not Applicable		3	Writing Writing			Social Studies		Mathematics Mathematics
	Which Index(es) does this			African American	3		 Science			_	
Problem Statement 10:			Not Applicable Index 1: Student Achievement	African American Hispanic	Reading Reading	Writing	Science Science		Social Studies		Mathematics
Problem Statement 10:	Which Index(es) does this problem statement address?		Index 1: Student Achievement	African American Hispanic White	Reading Reading Reading	Writing Writing	Science Science Science		Social Studies Social Studies		Mathematics Mathematics
Problem Statement 10:	Which Index(es) does this problem statement address?  Campuses may also connect			African American Hispanic White American Indian	Reading Reading Reading Reading	Writing Writing Writing	Science Science Science		Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics
Problem Statement 10:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system		Index 1: Student Achievement  Index 2: Student Progress	African American Hispanic White American Indian Asian	Reading Reading Reading Reading Reading	Writing Writing Writing Writing	Science Science Science Science		Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics
Problem Statement 10:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to		Index 1: Student Achievement	African American Hispanic White American Indian Asian Pacific Islander	Reading Reading Reading Reading Reading Reading	Writing Writing Writing Writing Writing	Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics Mathematics
Problem Statement 10:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system		Index 1: Student Achievement  Index 2: Student Progress	African American Hispanic White American Indian Asian Pacific Islander Two or More Races	Reading Reading Reading Reading Reading Reading Reading Reading	Writing Writing Writing Writing Writing Writing Writing	Science Science Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics

District Name:	New Frontiers Charter School
Campus Name:	New Frontiers Charter School
	DISTRICT - Data Analysis Summary
	Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how the continuous improvement process. The data analysis helps inform your district in the completion of the targeted improvement plan as required by your district staging identification.  The data analysis is divided into six sections. Please answer Section I- General Questions as it will help you determine the remaining questions required for the district data analysis process. All districts will complete sections where the remaining sections are based on your district response to Section I. Please note, when going through the data analysis process, there are no sections that should be answered in isolation. Each section pla in this process. If you have any questions throughout this process, please contact your TEA/TCDSS support specialist.
Definition/Purpose:	Data analysis and review of student level data conducted by your district leadership team [Texas Education Code (TEC) §39.102-104 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment

### **Section I - General Questions**

Is your district identified as Improvement Required in the state accountability system?	Select
Did your district receive performance levels of 2 or 3 on indicators for any of the four program areas on the Performance-Based Monitoring Analysis System (PBMAS) report?	Select
ls your district staged in Residential Facilities (RF)?	No

Section II - Index Questions
(If your district is not rated Improvement Required, move to Section III)

	Did your district meet standard for Index 1?		Select										
	?	Student Group	Content Area										
		African American	□ Reading □ Writing □ Science □ Social Studies □										
		Hispanic	☐ Reading ☐ Writing ☐ Science ☐ Social Studies ☐										
		White	☐ Reading ☐ Writing ☐ Science ☐ Social Studies ☐										
	If your district Index 1 score was 5 points above index target, you do not need to answer this question*.	American Indian	☐ Reading ☐ Writing ☐ Science ☐ Social Studies ☐										
Index 1 -		Asian	☐ Reading ☐ Writing ☐ Science ☐ Social Studies ☐										
Student Achievement	Which student group(s) is(are) in greatest need of improvement?	Pacific Islander	□ Reading □ Writing □ Science □ Social Studies □										
	(Reminder: System safeguards data can help with this analysis.)  * See help box for score details.	Two or More Races	☐ Reading ☐ Writing ☐ Science ☐ Social Studies ☐										
	Gee help box for score details.	Economically Disadvantaged	□ Reading □ Writing □ Science □ Social Studies □										
		Special Education	□ Reading □ Writing □ Science □ Social Studies □										
		English Language Learners	□ Reading □ Writing □ Science □ Social Studies □										
	Provide any additional information here.>												
	Did your district meet standard for Index 2?		Select										
	If your district met Index 2 target, then you do not need to answer this question.												
	If your district missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth?	African Hispanic	☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐										
Index 2 -	(Reminder: Consider the exceeded progress component as well as made progress when answering.)												
Student Progress	K norm district most landow 2 towards them you do not may be	☐ Students who failed in 2014 and failed	ed in 2015										
	If your district met Index 2 target, then you do not need to answer this question.	☐ Students who passed in 2014 and pas	assed in 2015										
	If your district missed Index 2 target, which student group(s) contributed	☐ Students who were at Level III perform	rmance in 2014 and scored a Level II performance in 2015										
	to missing the Index 2 target?	☐ Other	·										
		_											
	<provide additional="" any="" here.="" information=""></provide>												

	Did your district meet standard for Index 3? *see help box for score details	Sele	ect									
Index 3 - Closing Achievement Gaps	If your district Index 3 score was more than two points above the index target, then you do not need to answer this question.  Which student group(s), other than economically disadvantaged, was(were) measured for your district in Index 3?		African American		Hispanic	□ Whit	e 🗆	American Indian		Asian	□ Pacific Islander	
	Which two ethnic/race student groups will be measured in Index 3 in the 2016 rating?		African American		Hispanic	□ Whit	е 🗆	American Indian		Asian [	☐ Pacific Islander	. 🗆
	Provide any additional information here>											
	Did your district meet standard for Index 4?  *see help box for score details							Select				
	If your <b>non-AEA</b> district index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.		□ STAAR component-student performance at or above Level II, Final									
Index 4 -	If your <b>AEA</b> district Index 4 score was more than 5 points above the	☐ Graduation Rate										
Postsecondary Readiness	Index 4 target, then you do not need to answer this question.		Graduation Pl	an								
	Which component(s) of Index 4 contributed to your district missing Index 4?	□ Postsecondary Indicator										
	<provide additional="" any="" here.="" information=""></provide>											

### **Section III - PBMAS Questions**

(If your district is not assigned a stage based on PBMAS, move to Section IV)

				,				,
Which program areas have student performance indicators ident	ified a	s an area of conc	ern?					
		BE/ESL		CTE		NCLB (Title I, Part A, or Migrant)		Special Education
What campus/es is/are contributing to student performance indic	ators	with a performand	e leve	of 2 or 3?				
<enter text=""></enter>								
In which program area(s) has the graduation rate been identified	as an	area of concern?						
		BE/ESL		CTE		NCLB (Title I, Part A, or Migrant)		Special Education
In which program area(s) has the dropout rate been identified as	an ar	ea of concern?						
		BE/ESL		CTE		NCLB (Title I, Part A, or Migrant)		Special Education
In reviewing the summary page of your PBMAS report, what patt	erns a	nd trends across	orogra	m areas, inc	luding	g correlations between PBMAS areas o	of con	cern and your system safeguards, does the data reveal?
<enter text=""></enter>								
What does your longitudinal PBMAS data from the past two year	s reve	al when compared	d to yo	ur current ye	ear's r	eport?		
<enter text=""></enter>								

Section IV	- Residentia	Facility (	(RF) Question	S
------------	--------------	------------	---------------	---

(If your district is not staged in RF, move to Section V)

what patterns and trends does the student-level data reveal for each required investigatory topic?
<enter text=""></enter>
How is individualized decision-making affected by the identified patterns and trends?
<enter text=""></enter>
Based on the data, what are the strengths or weaknesses of the district's support for students with disabilities residing in RFs?
<enter text=""></enter>

### Section V - Support Systems/Critical Success Factors (CSFs):

AS indicators, and RF data. please identify the data sources used when reviewing the district's processes each Support System and/or CSF. **Support Systems** (?) (?) (?) <Enter text> <Enter text> <Enter text> <Enter text> **CSFs** CSF Data Sources document) <Enter text> **Academic Performance** <Enter text> **Use of Quality Data to Drive Instruction** ?)<Enter text> ( ?)<Enter text> **Increased Learning Time** <Enter text>

**Family and Community Engagement** 

School Climate	<enter text=""></enter>
? Teacher Quality	<enter text=""></enter>

#### **Section VI - Identification of Problem Statements:**

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to of the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the district should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for plan.

In the needs assessment phase of the continuous improvement process the district will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

	<type he<="" problem="" statement="" th="" your=""><th>re.&gt;</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></type>	re.>											
				Student Group	Content Area								
				African American		Reading		Writing		Science		Social Studies	
			Not Applicable	Hispanic		Reading		Writing		Science		Social Studies	
	Which Index(es) does this	_		White		Reading		Writing		Science		Social Studies	
	problem statement address?		Index 1: Student Achievement	American Indian		Reading		Writing		Science		Social Studies	
Problem Statement 1:	Districts may also connect this problem statement to missed/targeted system			Asian		Reading		Writing		Science		Social Studies	
			Index 2: Student Progress	Pacific Islander		Reading		Writing		Science		Social Studies	
				Two or More Races		Reading		Writing		Science		Social Studies	
	safeguard(s).		Index 3: Closing Achievement Gaps	Economically Disadvantaged		Reading		Writing		Science		Social Studies	
				Special Education		Reading		Writing		Science		Social Studies	
			Index 4: Postsecondary Readiness	English Language Learners		Reading		Writing		Science		Social Studies	
	Which PBMAS indicators and/or RF data does this problem statement address?	<enter pbi<="" td=""><td>MAS indicators and/or RF data here.&gt;</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></enter>	MAS indicators and/or RF data here.>										

District Name:	New Frontiers Charler School														
Campus Name:	New Fron	tiers Charter School													
		Needs Assessment	Summary and In	nprove	ement Plan										
Definition / Purpose:	Step 1: Cl Step 2: Es Step 3: G Step 4: Ro Step 5: Ro	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.  Interfective hiring and recruiting process to ensure that highly qualified candidates are selected in a timely manner.													
	PS 1:	High teacher turnover rate has continued to escalate since the 2006-2007 academic year.	is occurring because of Root Cause #1	Root Cause 1:	Ineffective hiring and recruiting process to ensure that highly qualified candidates are selected in a timely manner.										
	PS 2:	Faculty & staff lack accountability and high expectations leading to poor academic results.		Root Cause 2:	There are a lack of consequences for noncompliance that includes a failureof leadership to consistently and clearly define schoolwide expectations, monitor, and follow-up.										
Problem Statements	PS 3:	Teachers lack the expertise to effectively implement a viable curriculum framework with robust instructional practices.	is occurring because of Root Cause #3	Root Cause 3:	Teachers lack effective instructional methods given the predominant background of alternative preparation paired with little to no experience.										
(PS):	PS 4:	0	is occurring because of Root Cause #4	Root Cause 4:											
	PS 5:	0	is occurring because of Root Cause #5	Root Cause 5:											
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<enter text=""></enter>										
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<enter text=""></enter>										
	PS 8:			Root Cause 8:	<enter text=""></enter>										
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<enter text=""></enter>										
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<enter text=""></enter>										

#### Identified and Prioritized Root Causes:

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard, or PBMAS 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.

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.

District Name		tiers Charter School											
Campus Name	New Fron	tiers Charter School		Needs Assessment Summar	y and Improve	ment Plan							
Problem Statem	ent 1:	High teacher turnover rate has co	ontinued to escalate since th		2) 100% of K-5 teachers will achieve overall proficiency or above as measured by TTESS by May 27, 2016  Annual (Goal):								
					Printed Coal.		her recruitment and retention plan initiated by the Human Resources						
		Ineffective hiring and recruiting pa	rocess to ensure that highly	qualified candidates are selected in a timely manner.	Strategy:	Department							
Inc	dex Number:	□ Not Applicable			dent Progress		Index 4: Postsecondary Readiness to the campus to build upon, enrich, and scaffold professional						
Critical Success Factor ESEA Turnaround Prino Major Systen	ciples (TPs)/	CSF 2-Quality Data t CSF 3-Leadership Et CSF 4-Increased Lea CSF 5-Family/Comm CSF 6-School Climat	o Drive Instruction/ESEA  ffectiveness/ESEA TP: Pro	designed School Calendar  TP: Ongoing Family and Community Engagement ool Environment	development, positively effecting student performance.  How will addressing this root cause impact the index/indicator/CSF?								
				Inter	erventions by Quarter 2								
Districts and 1st Ye	Q1 (Aug, Sep ear IR campus erventions acc	ot, Oct) es are required to provide, complished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)	Q4 (April, May, June)						
Q1 Goal	school year	6 of teachers that began the on August 17, 2015	Q2 Goal:	50% of K-5 teachers will achieve proficient or above based on TTESS rubric	Q3 Goal:	75% of K-5 teachers will achieve proficient or above based on TTESS rubric	100% of K-5 teachers will achieve proficient overall based on TTESS evaluation  Q4 Goal:						
	Q1 Interver	ntions ion of Campus to provide		Q2 Interventions  Place still developing and needs improvement teachers on		Q3 Interventions Team building off campus	Q4 Interventions EOY teacher recognition						
1	coaching an facilitators, s	d feedback from instructional special programs coordinator, and red professional devleopment to	1)	growth plans based on TTESS rubric  Proficient teachers to lead campus task forces in	1)	On-going monitoring of growth plans	1) Effective TTESS summative						
2	teachers ne	eds from support staff	2)	attendance, climate, project effectiveness review and focus data analysis team, instructional material (text book	2)		2) evaluations;discussion						
3	3)	cher recognition	3)	Focus groups of stakeholders to get feedback on teacher satisfaction	3)	Monthly teacher recognition	Monthly teacher recognition 3)						
4	Salary adjus	tment and attendance incentive	4)	Monthly teacher recognition	4)	Effective recruiting strategies	4)						
What data will be co		onitor interventions in Q1?  adback forms, data reflection	What data wil	I be collected to monitor interventions in Q2?  Coaching feedback and growth plan list based on TTESS	What data will be	e collected to monitor interventions in Q3?  Agendas and self reflection	What data was collected to monitor interventions in Q4?  Student Performance, years of service,						
1	forms, perso plans, googl	onal reflection forms, lesson e docs; roster and organizational m professional development	1)	observations	1)	Growth Plan review and analysis	1) proficiency TTESS analysis						
2	2)		2)	Agendas and notes from committee meetings to include reporting requirments	2)	·	2)						
3	Board meeti	ng agendas; certificates	3)	Feedback and sugestions from groups	3)	Board meeting agendas; certificates	Board meeting agendas; certificates 3)						
4	Salary Scale	)	4)	Board meeting agendas; certificates	4)	Meeting agendas, sign in sheets, notes	STAAR Performance 4)						
	Q1 Reno	ort ?		End of Quarter	Reporting								
Districts and 1st Year II	R campuses a quarter 1 (Q1)	re not required to complete the report.		Q2 Report		Q3 Report	Q4 Report						
Did you meet this quarter's goal?	No,	but Made Some Progress	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?						
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	year in Augu beginning th	classroom teachers began the ust but resigned shortly after e school year. We increased the alary from \$44,500 to \$46,000	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.						
Are you on track to meet the annual goal?	Progres	s Mide, but Behild Schedule	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal? Select						
What, if any, adjustments must be made in order to meet the annual goal?		student-centered culture and ers who are invested in school's	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	«Enter any additional information here»	<enter additional="" any="" here="" information=""></enter>						
	<enter text=""></enter>			End of Year R	eporting  (Specific) In	terventions	<enter text=""></enter>						
Provide the data that supports your 4th quarter status of this annual goal.			If you did meet your annumber to you attribute you fit you did not meet your to what do you attribute success?	ual goal, to  Data Quality  ur success?  Appropriate Strategy  annual goal,  Identification of Port Cause.	☐ Annual ☐ CSF/ES ☐ Training ☐ Other	Goals  Please provide additional information for the selection of							
Provide information as t impact on your success your planning for the 20	s, or lack of s	entified elements and their uccess, will inform/influence ool year.	<enter text=""></enter>										
Problem :	Statement 2:	Faculty & staff lack accountability	and high expectations lead	ing to poor academic results.	Annual Goal:	100% of K-5 teachers will achieve proficiency or above May 27, 2016	on professional responsibilities domain as measured by TTESS by						
R	oot Cause 2:	There are a lack of consequence schoolwide expectations, monitor		ludes a failureof leadership to consistently and clearly define	Strategy:	Develop an effective accountibility system that builds a	culture of high expectations						
Inc	dex Number:	□ Not Applicable	☑ Index 1	: Student Achievement 🗵 Index 2: Stu	dent Progress	Index 3: Closing Acheivement Gaps	☑ Index 4: Postsecondary Readiness						

District Name:			arter School												
Campus Name:	New Front	tiers Cha	arter School		Need	s Assessment Su	mmar	ary and Improvement Plan							
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 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								y and improvement Plan  ? Teachers will not be allowed to opt-out of set expectations given a heightened sense of accountability and expectations established by the campus leadership. Curriculum and instructional delivery expectations will adhrest to allowing for consistency amongst grade levels and preparedness for subsequent grade levels.  How will addressing this root cause impact the index/indicator/CSF?							
		<u> </u>	CSF 7-Teacher Qua	IIII/ESEA IP: Ensure Effet	ctive Teacher	s	Inter	ventions by	Quarte	r	)				
Districts and 1st Ye at a minimum, the inte	Q1 (Aug, Sep ar IR campus	es are rec	quired to provide,		Q2 (No	ıv, Dec, Jan)				Q3 (Fe	b, Mar)	Q4	Q4 (April, May, June)		
50% of K-6 teachers will achieve proficiency or above on professional responsibilities     Q1 Goal: domain based on TTESS rubric			will achieve proficiency nal responsibilities	Q2 Goal:	professional responsibilities domain based on TTESS rubric				7		eachers will achieve proficiency or abov nal responsibilities domain based on c	Q4 Goal:	100% of K-5 teachers will achieve proficiency or above on professional responsibilities domain as measured by TTESS by May 27, 2016		
1) 2) 3) 4)	of lesson pla  Administration weekly data-  Movement of	Litterventions view of weekly lesson plan with monitoring lesson plan execution liministration of weekly assessments with lekly data-reflection overnent of proficient teachers to grade- el areas of need			Review of weekly lesson plan with monitoring of lesson plan			Review of weekly lesson plan with monitoring of 1) lesson plan execution  Closely monitor assessment results and compare to 2) lesson planning elements  Build capacity within grade level teams so teachers 3) take ownership and develop a reflective practice to 1 facilitate meetings Develop a PLC structure for grade level meetings 4 using instructional facilitations to support framework			tor assessment results and compare to ing elements  y within grade level teams so teachers iip and develop a reflective practice to tings.  C. structure for grade level meetings.		A Interventions  Review of weekly lesson plan with monitoring of lesson plan execution  Closely monitor assessment results and compare to lesson planning elements  Evaluate grade level PLC meetings with adopted, published framework		
What data will be co	Roster, ongoing monitoring of TTESS rubric				Electronic sharing of lesson plans with notes  AWARE assessments and student scores			What da	1)	electronic les	o monitor interventions in Q37 airing of lesson plans with notes soon plans and aware student scores index, sign in sheets, notes	What data was colled	ted to monitor interventions in Q4? Electronic sharing of lesson plans with notes electronic lesson plans and aware student scores Meeting agendas, sign in sheets, notes		
3)	& student ma	astery on	weekly assessments	3)	expectations document 33 Data sheet per teacher 4)				3)	PLC structure		3)			
	Q1 Repo	rt	?	1			Quarter	Reporting							
Districts and 1st Year IR	campuses ar quarter 1 (Q1)	e not req report.	uired to complete the		Q2	! Report				Q3 R	eport		Q4 Report		
Did you meet this quarter's goal?				Did you meet this quarter's goal?		Select		Did you meet thi quarter's goal?			Select	Did you meet this quarter's goal?	Select		
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	walkthrough:	s shows 9 s proficier	ata based on 9 out of 17 teachers nt on the professional n	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		evidence that su	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			
Are you on track to meet the annual goal?		light o	on Target	Are you on track to meet the annual goal?		Select		Are you on track meet the annual	to goal?		Select	Did you meet your annual goal?	Select		
What, if any, adjustments must be made in order to meet the annual goal?	occurred wit students in t would benefi	hin the di: he campu t from the	ssroom teachers strict to ensure that the us with most needs e most proficient ned sense of urgency	What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" td=""><td>dditional information here&gt;</td><td></td><td colspan="3">What, if any, adjustments must be made in order to meet the annual goal?</td><td>dditional information here&gt;</td><td colspan="3"><enter additional="" any="" here="" information=""></enter></td></enter>	dditional information here>		What, if any, adjustments must be made in order to meet the annual goal?			dditional information here>	<enter additional="" any="" here="" information=""></enter>			
Provide the data that supports your 4th quarter status of this annual goal.					ur success? annual goal,	Data Analysis Pri     Data Quality     Appropriate Stra     Identification of F     Quarterly Planni     Ongoing Monitor	egy Root Cause		Annual	SEA Turnarou	Please provide	<enter text=""></enter>			
Provide information as to impact on your success, your planning for the 201	or lack of su	iccess, v	lements and their vill inform/influence	<enter text=""></enter>											
Problem Statement 3: Teachers lack the expertise to effectively implement a viable curriculum framework with robust instructional practices.						ctices.	Annual Go	al:	95% of stude	ent will meet standards on core subject	s as per BOY NWEA and/or	phase-in Level II on campus benchmarks			
Root Cause 3: Teachers lack effective instructional methods given the predominant background of alternative preparation paired little to no experience.						ed with	Strategy	1	Buiding teach	her capacity for student achievement					
							dex 2: Stu	dent Progress	Ø		: Closing Acheivement Gaps		: Postsecondary Readiness		
Critical Success Factor ESEA Turnaround Princ Major System	iples (TPs)/		CSF 2-Quality Data to CSF 3-Leadership E CSF 4-Increased Leadership	Academic Performance / ESEA TP: Strengthen the School's Instruction ata to Drive Instruction/ESEA TP: Use of Data to Inform Instruction aip Effectiveness/ESEA TP: Provide Strong Leadership					sing this /indicato	root cause	Recruitment must be improved to plac have expansive experience and a pleth coaching support to maintain effective	ora of instructional tools can r	are ready from Day One. Teachers who neet students' needs with minimal		

District Name:		tiers Charter School											
Campus Name:	New Fron	tiers Charter School		Need	ls Asses	ssment Summa	ry and Im	prove	ement Plan				
			te/ESEA TP: Improve Sch										
		☑ CSF 7-Teacher Qua	lity/ESEA TP: Ensure Effe	ctive Teache	ers	Inte	rventions by	Quarte	7				
Districts and 1st Va	Q1 (Aug, Se	pt, Oct)		Q2 (N	ov, Dec, Jan)			Q3 (Feb, Mar) Q4 (April, N					
at a minimum, the inte	rventions ac	complished for quarter 1 (Q1).  dent will meet standards on core	?			andards on core subjects as		(?)	85% of student will meet	standards on core subjects	95% of student will meet standards at		
Q1 Goal:	subjects at	phase-in Level II on campus	Q2 Goal:	per BOY NV benchmarks		ise-in Level II on campus	Q3 Goa	$\sim$	at phase-in Level II on can 50% meeting average or a MOY NWEA/MAP tests	npus benchmarks and show bove standards on the	Q4 Goal:	phase-in Level II on campus benchmarks and show 70% meeting average or above standards on the EOY NWEA/MAP tests	
	Q1 Interve	ntions I development addressing			nterventions	d during professional			Q3 Interventions	a support to topoboro	(	Q4 Interventions  Recognize students for leadership efforts	
1)	positive fam trauma, and	ily relationships, Child Safe, child proactive behavior management	1)	Utilizing strategies presented during professional  1) development including effective positive behavioral support systems & student engagement				1)	Provide individual coachin regarding positive behavio	ral support strategies	1)	and exemplary citizenship based on the seven habits	
2)	Staff develo	pment on Stage 2 of Leader in	2)	Coordinating Me Lighthou	ongoing implen se Team	nentation guided by Leader in		2)		ership day in a collaborative Team and student leaders	2)	Assess readiness of students given alignment of grades, test scores, and work samples	
3)			3)	Professional Acceleration K-5	development fa in order to crea	cilitated by UTSA Project te a mentoring structure within	_	3)	Participate in ongoing data campus leadership and U drive classroom instruction	TSA Project Acceleration to	3)	Study TTESS results to begin planning for individual teacher professional development to take place in the summer	
4)	Reorganizat coaching ar	rce System utilized as curriculum fra ion of Campus to provide id feedback from instructional	4)	Differentiation	on professional d	levelopment provided to aching support.	=	4)	Continue to refine differen incorporate effective instru		- 4)	Develop a framework for summer acceleration activities	
What data will be co		special programs coordinator, and onitor interventions in Q1?	What data wil	be collected	d to monitor in	terventions in Q2?	What d	lata will b	all students	erventions in Q3?	What data was collect	cted to monitor interventions in Q4?	
1)	Meeting age	enda, sign in sheets, notes	1)	Review 360	incident reports/	/referrals		1)	Review 360 incident repor	ts/referrals	1)	PEIMS 425 report	
2)	Meeting age	enda, sign in sheets, notes	. 2)	Student Lev	el Review by car	mpus and classroom	-	21	Student Level Review by o	campus and classroom	- 21	Student Level Review by campus and classroom	
3)	Meeting age	enda, sign in sheets, notes, on- hrough observations	3)	Meeting age	ndas, sign in sh	eets, and handouts	_	3)	Meeting agendas, sign in	sheets, and handouts		Grade level student review meeting	
4)	7 minute fee	edback forms, data reflection onal reflection forms, lesson	- 4)	Walkthrough	n observations			4)	Walkthrough observations	and notes	-	published document, framework	
	plans, goog	e docs; roster and organizational	"			End of Quarter	Reporting	,			,		
Districts and 1st Year IR	Q1 Report of Campuses a quarter 1 (Q1	re not required to complete the report.	Q2 Report						Q3 Report			Q4 Report	
Did you meet this quarter's goal?			Did you meet this quarter's goal?	s	elect	Did you meet the quarter's goal?		Si	elect	Did you meet this quarter's goal?	Select		
Ü	for grade 3-	NW EA/MAP testing complete 5. Remainder of K-2 testing and	?	<enter text=""></enter>				Provide the data or			?	<enter text=""></enter>	
Provide the data or evidence that supports meeting or making progress toward this			Provide the data or evidence that supports meeting or making progress toward this	is i			evidence that supports meeting or making progress toward this quarterly goal.				Provide the data or evidence that supports meeting or making progress toward this		
quarterly goal.			quarterly goal.								quarterly goal.		
Are you on track to meet the annual goal?		s M. de, but Behilld Schedule	Are you on track to meet the annual goal?			elect	Are you on trac meet the annua			elect	Did you meet your annual goal?	Select	
What, if any, adjustments must be made in order to meet	the weekly a walkthrough	ion of teachers occurred given assessment results and observations. Assessments efully scrutinized to ensure	What, if any, adjustments must be made in order to meet	<enter a<="" any="" td=""><td>additional inform</td><td>ation here&gt;</td><td>What, if any, adjustments me made in order t</td><td></td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td><td><enter additional="" any="" infor<="" td=""><td>nation here&gt;</td></enter></td></enter></td></enter>	additional inform	ation here>	What, if any, adjustments me made in order t		<enter additional="" any="" infor<="" td=""><td>mation here&gt;</td><td><enter additional="" any="" infor<="" td=""><td>nation here&gt;</td></enter></td></enter>	mation here>	<enter additional="" any="" infor<="" td=""><td>nation here&gt;</td></enter>	nation here>	
the annual goal?		standards.	the annual goal?				the annual goal	?					
	<enter td="" texts<=""><td></td><td></td><td></td><td></td><td>End of Year F  Data Analysis Process</td><td>Reporting</td><td>(Specif</td><td>ic) Interventions</td><td></td><td><enter text=""></enter></td><td></td></enter>					End of Year F  Data Analysis Process	Reporting	(Specif	ic) Interventions		<enter text=""></enter>		
			If you <u>did</u> meet your ann	ial goal, to	_	Data Quality	_	Annual		Please provide			
Provide the data that supports your 4th quarter status of this			what do you attribute yo  If you did not meet your			Appropriate Strategy			SEA Turnaround	additional information for the selection of			
annual goal.			to what do you attribute success?	your lack of		Identification of Root Cause  Quarterly Planning Process	_	Trainin Other	g	Other or for any selected elements.			
					0	Ongoing Monitoring and Int	erventions						
	, or lack of s	entified elements and their uccess, will inform/influence ool year.	<enter text=""></enter>										
Problem S	Statement 4:	0	ı				Annual G	oal:	<enter text=""></enter>				
Ro	oot Cause 4:	0					Strateg	y: ?	<enter text=""></enter>				
Ind	lex Number:	□ Not Applicable	□ Index 1	Student A	chievement	□ Index 2: St	udent Progress		Index 3: Closing A	cheivement Gaps	□ Index 4	1: Postsecondary Readiness	
			ademic Performance / ESE	A TP: Stren	gthen the Scho	pol's Instruction			? <enter text=""></enter>				
Critical Success Factor	rs (CSFs)/	· ·	o Drive Instruction/ESEA T ffectiveness/ESEA TP: Pro			struction							
ESEA Turnaround Princi			arning Time/ESEA TP: Re				How will addres	ssing this	root cause				
Major System	ıs		5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement										
			te/ESEA TP: Improve Sch lity/ESEA TP: Ensure Effe										
						Inte	rventions by	Quarte	er ?				
Districts and 1st Ye	Q1 (Aug, Se ear IR campus erventions ac	pt, Oct) es are required to provide, complished for quarter 1 (Q1).		Q2 (N	ov, Dec, Jan)				Q3 (Feb, Mar)		Q4	(April, May, June)	

		tiers Charter School							
Campus Name:	New Fron	tiers Charter School		Needs Assessment Summar	v and Improve	ment Plan			
(7)	Ý		(?)	Neeus Assessment Summar	y and improve	mient Flan	(?)		
Q1 Goal:			Q2 Goal:		Q3 Goal:		Q4 Goal:		
	Q1 Interver	ntions		Q2 Interventions		Q3 Interventions	Q4 Interventions		
1)			1)		1)		1)		
2)			2)		2)		2)		
3)			3)		3)		3)		
4)			4)		4)		4)		
What data will be co	ollected to m	onitor interventions in Q1?	What data wil	l be collected to monitor interventions in Q2?	What data will b	e collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?		
1)			1)		1)		1)		
			-						
2)	)		2)		2)		2)		
3)			3)		3)		3)		
4)			4)		4)		4)		
				End of Quarter	Reporting				
Districts and 1st Year IR	Q1 Repo	re not required to complete the ) report.		Q2 Report		Q3 Report	Q4 Report		
	quarter 1 (Q1	) report.							
Did you meet this quarter's goal?		Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?		
?	<enter text=""></enter>	,	?	<enter text=""></enter>	?	<enter text=""></enter>	? <enter text=""></enter>		
Provide the data or evidence that supports			Provide the data or evidence that supports		Provide the data or evidence that supports		Provide the data or evidence that supports		
meeting or making progress toward this quarterly goal.			meeting or making progress toward this quarterly goal.		meeting or making progress toward this quarterly goal.		meeting or making progress toward this quarterly goal.		
quarterry goal.			quarterly goal.		quarterly goal.				
Are you on track 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	Did you meet your annual goal? Select		
What, if any,	<enter any<="" td=""><td>additional information here&gt;</td><td>What, if any,</td><td><enter additional="" any="" here="" information=""></enter></td><td>What, if any,</td><td><enter additional="" any="" here="" information=""></enter></td><td><enter additional="" any="" here="" information=""></enter></td></enter>	additional information here>	What, if any,	<enter additional="" any="" here="" information=""></enter>	What, if any,	<enter additional="" any="" here="" information=""></enter>	<enter additional="" any="" here="" information=""></enter>		
adjustments must be made in order to meet			adjustments must be made in order to meet		adjustments must be made in order to meet				
the annual goal?			the annual goal?		the annual goal?				
	<enter text=""></enter>			End of Year R  □ Data Analysis Process		c) Interventions	<enter text=""></enter>		
	SETTO TORE		If you <u>did</u> meet your ann	Deta Confiden	☐ Annual	Goals			
Provide the data that supports your 4th			what do you attribute yo	ur success? Appropriate Strategy	CSF/ES	Please provide additional information for the selection of			
quarter status of this annual goal.			If you did not meet your to what do you attribute success?	your lack of definition of Root Cause	☐ Training				
			Success?	□ Quarterly Planning Process □ Ongoing Monitoring and Inte	Other				
			<enter text=""></enter>	Origing working and me	rventions		1		
impact on your success,	, or lack of s	entified elements and their uccess, will inform/influence							
your planning for the 201	16-2017 scho	ool year.							
Problem S	Statement 5:	0			Annual Goal:	<enter text=""></enter>			
					7	<enter text=""></enter>			
Ro	oot Cause 5:	0			Strategy:				
Ind	lex Number:	□ Not Applicable	□ Index 1	: Student Achievement	dent Progress	Index 3: Closing Acheivement Gaps	□ Index 4: Postsecondary Readiness		
				A TP: Strengthen the School's Instruction		? <enter text=""></enter>			
Caldiant Susanan Fasta	(005-)/			TP: Use of Data to Inform Instruction					
Critical Success Facto ESEA Turnaround Princ		i i	ffectiveness/ESEA TP: Pro arning Time/ESEA TP: Re	designed School Calendar	How will addressing this	root cause			
Major System				TP: Ongoing Family and Community Engagement	impact the index/indicate	r/CSF?			
		□ CSF 6-School Clima	te/ESEA TP: Improve Sch	ool Environment					
		CSF 7-Teacher Qua	lity/ESEA TP: Ensure Effe			7			
	Q1 (Aug, Se	ot. Oct)		Inter	ventions by Quarte				
Districts and 1st Ye	ear IR campus	ses are required to provide, complished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)	Q4 (April, May, June)		
?			?		?		?		
Q1 Goal:	:		Q2 Goal:		Q3 Goal:		Q4 Goal:		
	Q1 Interver	ntions		Q2 Interventions		Q3 Interventions	Q4 Interventions		
1)			1)		1)		1)		

District Name:	New Fron	tiers Charter School								
		tiers Charter School								
				Needs Assessment Summar	y and Improve	ment Plan				
2)			2)		2)		2)			
-/			· ´		<u> </u>		- 1			
3)			3)		3)		3)			
4)			4)		4)		40			
**)					-9/					
What data will be co	ollected to m	onitor interventions in Q1?	What data wil	l be collected to monitor interventions in Q27	What data will be	collected to monitor interventions in Q3?	What data was collect	ed to monitor interventions in Q4?		
1)			1)		1)		1)			
2)			2)		2)		2)			
2)			-		-1					
3)			3)		3)		3)			
45			4)		4)		4)			
4)			4)				4)			
	04.0	(3	4	End of Quarter	Reporting		<u> </u>			
Districts and 1st Year IR	R campuses a quarter 1 (Q1)	ort ? re not required to complete the	1	Q2 Report		Q3 Report		Q4 Report		
			Did you meet this		Did you meet this		Did you meet this			
Did you meet this quarter's goal?		Select	quarter's goal?	Select	quarter's goal?	Select	quarter's goal?	Select		
?	<enter text=""></enter>	·	?	<enter text=""></enter>	?	<enter text=""></enter>	?	<enter text=""></enter>		
Provide the data or evidence that supports			Provide the data or evidence that supports		Provide the data or evidence that supports		Provide the data or evidence that supports			
meeting or making progress toward this			meeting or making progress toward this		meeting or making progress toward this		meeting or making progress toward this			
quarterly goal.			quarterly goal.		quarterly goal.		quarterly goal.			
Are you on track to			Are you on track to	Select	Are you on track to	Select	Did you meet your	Select		
meet the annual goal?	F 4	100 107 10 1	meet the annual goal?	<enter additional="" any="" here="" information=""></enter>	meet the annual goal?	<enter additional="" any="" here="" information=""></enter>	annual goal?			
What, if any, adjustments must be	Citter any a	additional information here>	What, if any, adjustments must be	Center any additional information network	What, if any, adjustments must be	<enter additional="" any="" here="" information=""></enter>	<enter additional="" any="" inform<="" td=""><td>ation nere&gt;</td></enter>	ation nere>		
made in order to meet the annual goal?			made in order to meet the annual goal?		made in order to meet the annual goal?					
				End of Year R	eporting					
	<enter text=""></enter>			☐ Data Analysis Process		c) Interventions	<enter text=""></enter>			
If you <u>did</u> meet you				ual goal, to	Annual (	Goals				
Provide the data that supports your 4th			what do you attribute yo	ur success? Appropriate Strategy	☐ CSF/ES	Please provide additional information for the selection of				
quarter status of this annual goal.			If you did not meet your to what do you attribute	annual goal, Udentification of Root Cause	Training					
			success?	☐ Quarterly Planning Process	Other	Soldeted Comones				
			<enter text=""></enter>	☐ Ongoing Monitoring and Inte	erventions					
Provide information as to	o how the id	entified elements and their	Cliter texts							
impact on your success, your planning for the 201	or lack of si 16-2017 scho	uccess, will inform/influence ool year.								
Problem S	Statement 6:				Annual Goal:	<enter text=""></enter>				
					? <enter text=""></enter>					
Ro	oot Cause 6:	<enter text=""></enter>			Strategy:					
Inde	lex Number:	□ Not Applicable	□ Index 1	: Student Achievement	ident Progress	Index 3: Closing Acheivement Gaps	□ Index 4:	Postsecondary Readiness		
		CSF 1 - Improve Ac	ademic Performance / ESE	A TP: Strengthen the School's Instruction		? <enter text=""></enter>				
			to Drive Instruction/ESEA	TP: Use of Data to Inform Instruction						
Critical Success Factor	rs (CSFs)/		ffectiveness/ESEA TP: Pro		Hammill addressing this					
ESEA Turnaround Princi	iples (TPs)/				How will addressing this impact the index/indicator	r/CSF?				
Major Systems				IP: Ongoing Family and Community Engagement						
	IS			and the contract of						
	is	☐ CSF 6-School Clima	ate/ESEA TP: Improve Sch							
	is .	☐ CSF 6-School Clima		ctive Teachers	ventions by Quarte	?				
		CSF 6-School Clima CSF 7-Teacher Qua	ate/ESEA TP: Improve Sch	ctive Teachers	ventions by Quarte	. 0				
Districts and 1st Yea	Q1 (Aug, Separa IR campus	CSF 6-School Clima CSF 7-Teacher Qua	ate/ESEA TP: Improve Sch	ctive Teachers	ventions by Quarte	Q3 (Feb, Mar)	Q4 (	April, May, June)		
Districts and 1st Yea	Q1 (Aug, Separa IR campus	CSF 6-School Clima CSF 7-Teacher Qua	ate/ESEA TP: Improve Sch	ctive Teachers Inter	ventions by Quarte	-	Q4 (	April, May, June)		
Districts and 1st Yea at a minimum, the inter	Q1 (Aug, Separa IR campus	CSF 6-School Clima CSF 7-Teacher Qua	ate/ESEA TP: Improve Sch	ctive Teachers Inter		-		April, May, June)		
Districts and 1st Ye at a minimum, the inter	Q1 (Aug, Separ IR campus rventions acc	CSF 6-School Clima CSF 7-Teacher Que cSF 7-Teacher Que pt, Oct) es are required to provide, complished for quarter 1 (Q1).	ate/ESEA TP: Improve Schality/ESEA TP: Ensure Effe	Inter  Q2 (Nov, Dec, Jan)	?	Q3 (Feb, Mar)	Q4 Goal:			
Districts and 1st Ye at a minimum, the inter	Q1 (Aug, Separa IR campus	CSF 6-School Clima CSF 7-Teacher Que cSF 7-Teacher Que pt, Oct) es are required to provide, complished for quarter 1 (Q1).	te/ESEA TP: Ensure Effe	ctive Teachers Inter	Q3 Goal:	-	Q4 Goal:	April, May, June)		
Districts and 1st Ye at a minimum, the inter	Q1 (Aug, Separ IR campus rventions acc	CSF 6-School Clima CSF 7-Teacher Que cSF 7-Teacher Que pt, Oct) es are required to provide, complished for quarter 1 (Q1).	ate/ESEA TP: Improve Schality/ESEA TP: Ensure Effe	Inter  Q2 (Nov, Dec, Jan)	?	Q3 (Feb, Mar)	Q4 Goal:			
Districts and 1st Ye at a minimum, the inter	Q1 (Aug, Separ IR campus rventions acc	CSF 6-School Clima CSF 7-Teacher Que cSF 7-Teacher Que pt, Oct) es are required to provide, complished for quarter 1 (Q1).	te/ESEA TP: Ensure Effe	Inter  Q2 (Nov, Dec, Jan)	Q3 Goal:	Q3 (Feb, Mar)	Q4 Goal:			
Districts and 1st Ye at a minimum, the inter	Q1 (Aug, Separ IR campus rventions acc	CSF 6-School Clima CSF 7-Teacher Que cSF 7-Teacher Que pt, Oct) es are required to provide, complished for quarter 1 (Q1).	te/ESEA TP: Improve Sch lity/ESEA TP: Ensure Effe  2 Q2 Goal:	Inter  Q2 (Nov, Dec, Jan)	Q3 Goal:	Q3 (Feb, Mar)	Q4 Goal:			
Districts and 1st Ye at a minimum, the inter	Q1 (Aug, Separ IR campus rventions acc	CSF 6-School Clima CSF 7-Teacher Que cSF 7-Teacher Que pt, Oct) es are required to provide, complished for quarter 1 (Q1).	te/ESEA TP: Improve Sch lity/ESEA TP: Ensure Effe  2 Q2 Goal:	Inter  Q2 (Nov, Dec, Jan)	Q3 Goal:	Q3 (Feb, Mar)	Q4 Goal:			

District Name: Campus Name:	New Frontiers Cha											
				Needs Ass	sessment Summar	y and Improv	ement Plan					
What data will be co	ellected to monitor inte	rventions in Q1?	What data will	be collected to monit	or interventions in Q2?	What data will l	oe collected to monitor i	interventions in Q3?	What data was collec	eted to monitor interventions in Q4?		
1)			1)			1	)		1)			
2)			2)			2	)		2)			
3)			3)				)		3)			
			Ĭ				<u></u>		1			
4)			4)		Food of Occasion	A	)		4)			
	Q1 Report	?			End of Quarter	Reporting						
Districts and 1st Year IR	t campuses are not requi quarter 1 (Q1) report.	ired to complete the		Q2 Report			Q3 Report		Q4 Report			
Did you meet this quarter's goal?	Sel	ect	Did you meet this quarter's goal?		Select	Did you meet this quarter's goal?		Select	Did you meet this quarter's goal?	Select		
Provide the data or	<enter text=""></enter>		Provide the data or	<enter text=""></enter>		Provide the data or	<enter text=""></enter>		Provide the data or	<enter text=""></enter>		
evidence that supports meeting or making			evidence that supports meeting or making progress toward this			evidence that supports meeting or making			evidence that supports meeting or making progress toward this			
progress toward this quarterly goal.			quarterly goal.			progress toward this quarterly goal.			quarterly goal.			
Are you on track to meet the annual goal?			Are you on track to meet the annual goal?			Are you on track to meet the annual goal?		Select	Did you meet your annual goal?	Select		
What, if any, adjustments must be	<enter additional="" any="" in<="" td=""><td>nformation here&gt;</td><td>What, if any, adjustments must be</td><td><enter additional="" any="" in<="" td=""><td>nformation here&gt;</td><td>What, if any, adjustments must be</td><td><enter additional="" any="" inf<="" td=""><td>formation here&gt;</td><td><enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter></td></enter></td></enter></td></enter>	nformation here>	What, if any, adjustments must be	<enter additional="" any="" in<="" td=""><td>nformation here&gt;</td><td>What, if any, adjustments must be</td><td><enter additional="" any="" inf<="" td=""><td>formation here&gt;</td><td><enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter></td></enter></td></enter>	nformation here>	What, if any, adjustments must be	<enter additional="" any="" inf<="" td=""><td>formation here&gt;</td><td><enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter></td></enter>	formation here>	<enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter>	nation here>		
made in order to meet the annual goal?			made in order to meet the annual goal?			made in order to meet the annual goal?						
					End of Year R	eporting						
	<enter text=""></enter>				Data Analysis Process		fic) Interventions		<enter text=""></enter>			
Provide the data that			If you did meet your annual goal, to what do you attribute your success?  Data Quality  Appropriate Strategy				SEA Turnaround	Please provide additional information				
supports your 4th quarter status of this annual goal.			If you did not meet your	annual goal,	☐ Identification of Root Cause	_		for the selection of Other or for any				
armaar goan	al goal. to what do you attribute your lack of success?			Quarterly Planning Process	Other		selected elements.					
			<enter text=""></enter>		Ongoing Monitoring and Inte	erventions						
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.												
Problem S	Statement 7:					Annual Goal:	<enter text=""></enter>					
Ro	oot Cause 7: <enter td="" tex<=""><td>t&gt;</td><td></td><td></td><td></td><td colspan="7">Strategy: <enter text=""></enter></td></enter>	t>				Strategy: <enter text=""></enter>						
Ind	lex Number:	Not Applicable	□ Index 1:	Student Achieveme	ent 🗆 Index 2: Stu	dent Progress	Index 3: Closing	Acheivement Gaps	□ Index 4	: Postsecondary Readiness		
	0	CSF 1 - Improve Aca	demic Performance / ESE	A TP: Strengthen the	School's Instruction		? <enter td="" tex<=""><td>tt&gt;</td><td></td><td></td></enter>	tt>				
Critical Success Factor			Drive Instruction/ESEA T									
ESEA Turnaround Princi			fectiveness/ESEA TP: Pro irning Time/ESEA TP: Red			How will addressing th impact the index/indi	is root cause					
Major System		CSF 5-Family/Comm	unity Engagement/ESEA	P: Ongoing Family ar	nd Community Engagement	impact the index/indi	Latur Cor !					
			e/ESEA TP: Improve Scho									
		oor 7-Teacher Qual	tty/ESEA TP: Ensure Effec	uve reachers	Inter	ventions by Quart	er ?					
Districts and 1et Vo	Q1 (Aug, Sept, Oct) ar IR campuses are requ	ired to provide.		Q2 (Nov, Dec, Ja			Q3 (Feb, Mar)		04	(April, May, June)		
at a minimum, the inter	rventions accomplished	for quarter 1 (Q1).	(?)	42 (1101) 200, 01		?	)		?	(reprin, may, cancy		
Q1 Goal:			Q2 Goal:			Q3 Goal:			Q4 Goal:			
	Q1 Interventions			Q2 Intervention	ns		Q3 Interventions		C	04 Interventions		
1)			1)			1	)		1)			
2)			2)						- 21			
2)			2)									
3)			3)			3	)		3)			
4)			4)			4	)		4)			
What data will be co	llected to monitor inte	rventions in Q1?	What data will	be collected to monit	or interventions in Q2?	What data will I	pe collected to monitor i	interventions in Q3?	What data was collect	eted to monitor interventions in Q4?		
1)			1)			1	)		1)			
2)			2)			2	)		2)			

		tiers Charter School										
Campus Name:	New Fron	tiers Charter School		Need	ls Assessment Summar	v and Imr	rove	ment Plan				
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3)			3)				3)			3)		
4)			4)				4)			4)		
			4		End of Quarter	Reporting						
Districts and 1st Year IR	Q1 Reports a Q1 Re	re not required to complete the	1	Q	2 Report			Q3 Report			Q4 Report	
Did you meet this quarter's goal?		Select	Did you meet this quarter's goal?	Did you meet this quarter's goal? Select qu			s	Se	elect	Did you meet this quarter's goal?	Select	
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	e elidence that supports eliting or making ogress toward this p			? or pports ng I this	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	
Are you on track to meet the annual goal?			Are you on track to meet the annual goal?		Select	Are you on track meet the annual	to goal?	Se	elect	Did you meet your annual goal?	Select	
What, if any, adjustments must be made in order to meet the annual goal?	<enter any<="" td=""><td>additional information here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter a<="" any="" td=""><td>additional information here&gt;</td><td>What, if any, adjustments mu made in order to the annual goal?</td><td>meet</td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td><td><enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter></td></enter></td></enter></td></enter>	additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" td=""><td>additional information here&gt;</td><td>What, if any, adjustments mu made in order to the annual goal?</td><td>meet</td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td><td><enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter></td></enter></td></enter>	additional information here>	What, if any, adjustments mu made in order to the annual goal?	meet	<enter additional="" any="" infor<="" td=""><td>mation here&gt;</td><td><enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter></td></enter>	mation here>	<enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter>	nation here>	
					End of Year Ro	eporting						
impact on your success,	Enter text>  If you did meet your ann what do you attribute yo  If you did not meet your to what do you attribute success?      *Enter text>  to how the identified elements and their			ur success?	Data Analysis Process Data Quality Appropriate Strategy	- - -	Annual	SEA Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>		
your planning for the 201	16-2017 scho	ool year.						-Enter text>				
Problem Statement 8:  Annual Goal:												
Ro	oot Cause 8:	<enter text=""></enter>				Strategy	7	<enter text=""></enter>				
Inde	lex Number:	□ Not Applicable	□ Index 1	: Student A	chievement	dent Progress		Index 3: Closing A	cheivement Gaps	□ Index 4	: Postsecondary Readiness	
Critical Success Factor ESEA Turnaround Princi Major System:	iples (TPs)/	CSF 2-Quality Data CSF 3-Leadership E CSF 4-Increased Le CSF 5-Family/Comr	to Drive Instruction/ESEA TEffectiveness/ESEA TP: Properties	TP: Use of D ovide Strong designed Sc TP: Ongoing ool Environm	Leadership hool Calendar g Family and Community Engagement nent	How will addres impact the index	sing this /indicato	or/CSF?				
					Inter	ventions by	Quarte	er ?				
Districts and 1st Yea	Q1 (Aug, Se ear IR campus rventions ac	ot, Oct) ees are required to provide, complished for quarter 1 (Q1).		Q2 (N	ov, Dec, Jan)			Q3 (Feb, Mar)			(April, May, June)	
Q1 Goal:	)		Q2 Goal:			Q3 Goal	(7)			Q4 Goal:		
1)	Q1 Interve	ntions	1)	Q2 In	nterventions		1)	Q3 Interventions		1)	14 Interventions	
2)			2)				2)			2)		
3)			3)				3)			3)		
4)			4)				4)			4)		
What data will be co	ellected to m	onitor interventions in Q1?	What data wil	l be collected	d to monitor interventions in Q2?	What da	ıta will b	e collected to monitor into	erventions in Q3?	What data was collect	ted to monitor interventions in Q4?	
1)			1)				1)			1)		
2)			2)				2)			2)		
3)			3)				3)			3)		
4)			4)				4)			4)		
			,		End of Quarter	Reporting						

	New Frontiers Charter School											
Campus Name:	New Frontiers Charter School		Needs Assessment Summar	v and Improve	ement Plan							
Districts and 1st Year IR	Q1 Report	(	Q2 Report		Q3 Report	Q4 Report						
Did you meet this quarter's goal?	quarter 1 (Q1) report. Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?						
_	<enter text=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	? <enter text=""> Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</enter>						
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal? Select						
What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>	<enter additional="" any="" here="" information=""></enter>						
Provide the data that supports your 4th quarter status of this annual goal.  Provide information as to impact on your success.	<enter text="">  characteristics and their or lack of success, will inform/influence</enter>	If you did meet your annumber do you attribute you did not meet your to what do you attribute success?	annual goal.	Annual CSF/Es Training Other	Please provide additional information for the selection of	<enter text=""></enter>						
your planning for the 201	ppact on your success, or lack of success, will inform/influence our planning for the 2016-2017 school year.  2 \-Enter text>											
Problem Statement 9:  Root Cause 9; <=nter text>  Annual Goal:  Cause 9; <=nter text>  Strategy:												
Inde	Index Number:											
Critical Success Factor ESEA Turnaround Princi Major Systems	iples (TPs)/ CSF 4-Increased Lea	(2) <enter text=""> root cause r/CSF?</enter>										
Districts and let Ve	Q1 (Aug, Sept, Oct) ar IR campuses are required to provide,	)	Inter Q2 (Nov, Dec, Jan)	terventions by Quarter  Q3 (Feb, Mar)  Q4 (April, May, June)								
at a minimum, the inter	ar in campuses are required to provide, rventions accomplished for quarter 1 (Q1).	?	Q2 (NOV, Dec, Jan)	?	us (red, mar)	Q4 (April, May, June)						
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:						
	Q1 Interventions		Q2 Interventions		Q3 Interventions	Q4 Interventions						
1)		1)		1)		2)						
3)		3)		3)		3)						
What data will be co	llected to monitor interventions in Q1?	What data will	be collected to monitor interventions in Q2?	What data will b	e collected to monitor interventions in Q3?	4) What data was collected to monitor interventions in Q-	42					
1)	inected to monitor interventions in Q17	1)	De Conected to monitor interventions in 421	1)	e conected to monitor interventions in 43?	1)	*1					
2)		2)		2)		2)						
3)		3)		3)		3)						
4)		4)		4)		4)						
Districts and 1st Year IR	Q1 Report ? t campuses are not required to complete the quarter 1 (Q1) report.		End of Quarter	Reporting	Q3 Report	Q4 Report						
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?						

District Name:		ntiers Charter School													
Campus Name:	New Fron	ntiers Charter School		Needs	Assess	ment Summar	y and Im	prove	ement PI	an					
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	·	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.				Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			
Are you on track to meet the annual goal?		Select	Are you on track to meet the annual goal?		Sele	ect	Are you on trac			Did you meet your annual goal?	Select				
What, if any, adjustments must be made in order to meet the annual goal?	<enter any<="" td=""><td>additional information here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td colspan="4">ents must be accorder to meet m</td><td colspan="5">Vihat, if any, adjustments must be made in order to meet the annual goal?</td><td colspan="3"><enter additional="" any="" heres-<="" information="" td=""></enter></td></enter>	additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	ents must be accorder to meet m				Vihat, if any, adjustments must be made in order to meet the annual goal?					<enter additional="" any="" heres-<="" information="" td=""></enter>		
						End of Year R	eporting								
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>	•	If you did meet your annu what do you attribute you to what do you attribute you to what do you attribute y success?	CSPecific) Interventions  Annual Goals  CSF/ESEA Turnaround additional information for the selection of Other of or any selected elements.											
Provide information as to impact on your success, your planning for the 201	or lack of s	lentified elements and their success, will inform/influence pol year.	<enter text=""></enter>												
Problem St	atement 10:						Annual G	oal:	<enter text=""></enter>						
Roo	ot Cause 10:	<enter text=""></enter>					Strateg	y: ?	<enter text=""></enter>						
Ind	ex Number:	□ Not Applicable	☐ Index 1:	Student Achi	ievement	□ Index 2: Stu	dent Progress		Index 3: 0	Closing Ad	cheivement Gaps	□ Index 4:	Postsecondary Readiness		
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  ESEA Turnaround Principles (TPs)/  Major Systems  CSF 5-Family/Community Engagement/ESEA TP: Rogoing Family and Community Engagement  CSF 6-School Climate/ESEA TP: Improve School Environment  CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers					ruction munity Engagement	How will addre	ex/indicato	or/CSF?							
	Q1 (Aug, Se	nt Oct)	)			Inter	ventions by	Quarte	er 🕐						
Districts and 1st Ye	ar IR campus	ses are required to provide, complished for quarter 1 (Q1).		Q2 (Nov,	Dec, Jan)		Q3 (Feb, Mar)					Q4 (April, May, June)			
Q1 Goal:			Q2 Goal:				Q3 Gos	(?) al:				Q4 Goal:			
	Q1 Interver	ntions		Q2 Inter	rventions				Q3 Interve	entions		C	4 Interventions		
2)			2)					1) 2) 3)				1) - - - - 3)			
4)			4)					4)				4)			
What data will be co	llected to m	nonitor interventions in Q1?	What data will	be collected to	o monitor inter	ventions in Q2?	What o	data will be	e collected to n	nonitor inte	erventions in Q3?	What data was collec	ted to monitor interventions in Q4?		
1)			1)					1)				1)			
3)			3)					3)				3)			
4)			4)					4)				4)			
			1			End of Quarter	Reporting								
Districts and 1st Year IR	Q1 Repo campuses a quarter 1 (Q1	are not required to complete the	(	Q2 R	Report				Q3 Rep	oort			Q4 Report		
Did you meet this quarter's goal?	<enter text=""></enter>	Select	Did you meet this quarter's goal?	<enter text=""></enter>	Sele	oct	Did you meet to quarter's goal?		<enter text=""></enter>	Se	lect	Did you meet this quarter's goal?	Select <= Enter text>		
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.				Provide the dat evidence that s meeting or mal progress towar quarterly goal.	a or upports				Provide the data or evidence that supports meeting or making progress toward this quarterly goal.			

New Frontiers Charter School										
New Frontiers Charter School										
		Need	s Asses	sment Summar	y and Im	prove	ment Plan			
Select	Are you on track to meet the annual goal?							elect	Did you meet your annual goal?	Select
<enter additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" th=""><th colspan="2">,</th><th>made in order t</th><th>ust be to meet</th><th colspan="2"><enter additional="" any="" here="" information=""></enter></th><th colspan="2"><enter additional="" any="" here="" information=""></enter></th></enter>	,		made in order t	ust be to meet	<enter additional="" any="" here="" information=""></enter>		<enter additional="" any="" here="" information=""></enter>	
				End of Year R	eporting					
<enter text=""></enter>				Data Analysis Process					<enter text=""></enter>	
	If you <u>did</u> meet your ann	ai goai, to		Annual Goals		Please provide				
	what do you attribute yo	ur success?		Appropriate Strategy		CSF/ES	SEA Turnaround	additional information		
	to what do you attribute	annual goal, your lack of	_	Identification of Root Cause		Training	J	Other or for any		
	success?			Quarterly Planning Process		Other				
				Ongoing Monitoring and Inte	erventions					
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.										
	New Frontiers Charter School  School  Enter any additional information here>  *Enter text>  Show the identified elements and their or lack of success, will inform/influence	New Frontiers Charter School  Are you on track to meet the annual goal?  «Enter any additional information here»  What, if any, adjustments must be made in order to meet the annual goal?  «Enter text»  If you did meet your ann what do you attribute yo if you did meet your to what do you attribute yo to what do you attribute success?  Show the identified elements and their or lack of success, will inform/influence	New Frontiers Charter School  Are you on track to meet the annual goal? <enter additional="" any="" here="" information=""> What, if any, adjustments must be made in order to meet the annual goal?  <enter text="">  If you did meet your annual goal, to what do you attribute your success?  If you did not meet your annual goal, to what do you attribute your lack of success?  &gt; how the identified elements and their or lack of success, will inform/influence</enter></enter>	Needs Asses  Are you on track to meet the annual goal?  «Enter any additional information here»  What, if any, adjustments must be made in order to meet the annual goal?  «Enter text»  If you did meet your annual goal, to what do you attribute your success?  If you did meet your annual goal, to what do you attribute your lack of success?  If you did meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of success?	Select   Select	Needs Assessment Summary and Im  Are you on track to meet the annual goal?	Needs Assessment Summary and Improve   Select	Needs Assessment Summary and Improvement Plan  Are you on track to meet the annual goal?  «Enter any additional information here»  What, if any, adjustments must be made in order to meet the annual goal?  **Enter text>  **If you glid meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?  **If you did not meet your annual goal, to what do you attribute your lack of success?  **If you did not meet your annual goal, to what do you attribute your lack of success?  **If you did not meet your annual goal, to what do you attribute your lack of success?  **If you did not meet your annual goal, to what do you attribute your lack of success?  **If you did not meet your annual goal, to what do you attribute your lack of success?  **If you did not meet your annual goal, to what do you attribute your lack of success?  **If you did not meet your annual goal, to what do you attribute your lack of success?  **If you did not meet your annual goal, to what do you attribute your lack of success?  **If you did not meet your annual goal, to what do you attribute your lack of success?  **If you did not meet your annual goal, to what do you attribute your lack of success?  **If you did not your annual goal, to what do you attribute your lack of success?  **If you did not you did not your annual goal, to what do you attribute your lack of success?  **If you did not you did not you annual goal, to what do you attribute your lack of success?  **If you did not you did not you did not you annual goal, to what do you attribute your success?  **If you did not you did not you annual goal, to what do you attribute your success?  **If you did not you annual goal, to what do you attribute your success?  **If you did not you annual goal, to what do you attribute your success?  **If you did not you annual goal, to what do you attribute your success?  **If you did not you annual goal, to what do you attribute your success?  **If you did not you annual goal	Needs Assessment Summary and Improvement Plan  Are you on track to meet the annual goal?  Are you on track to meet the annual goal?  Are you on track to meet the annual goal?  Are you on track to meet the annual goal?  Are you on track to meet the annual goal?  Are you on track to meet the annual goal?  Are you on track to meet the annual goal?  What, if any, adjustments must be made in order to meet the annual goal?  Enter any additional information here>  End of Year Reporting  Enter text>  If you did meet your annual goal, to what do you attribute your success?  If you did not meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of success?  If you did not meet your annual goal, to what do you attribute your lack of your annual goal, to what do you attribute your success?  If you did not you define your annual goal, to what do you attribute your annual goal, to wha	Needs Assessment Summary and Improvement Plan    Select   Are you on track to meet the annual goal?   Select   Meet the annual goal?   Select   Did you meet your annual goal?   Select   Did you goal?   Select

FIR Sustainability Questions

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

regarding the sustainability of strategies that led to your success.

What strategies, processes, and/or systems, higreatest impact in moving the campus to a Me	as the campus identified as making the	<enter text=""></enter>
What plans are in place to sustain these strate		<enter text=""></enter>

District Name: New Frontiers Co													
Campus Name: New Frontiers Co	narter School												
			Texas Title	I Priority Schools (TTIPS)	irant/Projec	t Monitoring							
			Critical	Success Factor 1: Improve A	cademic Per	formance							
	Annu	ial Performance Goals from EOY document	On-Track assessment Justification- Quantifiable Evidence of "On-Track" Assessment										
			Select										
			Select										
			Select										
Annual Performance Goals, 2015-2016			Select										
			Select										
			Select										
			Select										
			Select										
			Coloct		Period 1			Period 2					
Interventions / Strategies from Schedu	Interventions / Status of Implementation (Aug-Oct)		Evidence of Impact (Aug-Oct)		Progress to Date	Status of Implementation (Nov-Feb)	Evidence of Impact (Nov-Feb)	Progress to Date					
					Select			Select					
					Select			Select					
								0.1.1					
					Select			Select					
					Select			Select					
					Select			Select					
				Select			Select						
					0.7			0.1					
					Select			Select					

District Name: New Frontiers Co										
Campus Name: New Frontiers Campus Name:	harter School									
			Texas Title	I Priority Schools (TTIPS) G	rant/Projec	t Monitoring				
			Critical	Success Factor 2: Quality Da	nta to Drive In	struction				
	Annu	ual Performance Goals from EOY document	On-Track assessment	Track sament Justification- Quantifiable Evidence of "On-Track" Assessment						
			Select							
			Select							
			Select							
Annual Performance Goals, 2015-2016			Select							
			Select							
			Select							
			Select							
			Select							
Interventions / Strategies from Schedu	le 16	Status of Implementation (Aug-Oct)	Evi	dence of Impact (Aug-Oct)	Period 1 Progress to Date	Status of Implementation (Nov-Feb)	Evidence of Impact (Nov-Feb)	Period 2 Progress to Date		
					Select			Select		
					Select			Select		
					Select			Select		
					Select			Select		
					Select			Select		
					Select			Select		
					Select			Select		

District Name of the same											
District Name: New Frontier											
Campus Name: New Frontier	S Charter Sch	nool									
				Texas Title	I Priority Schools (TTIPS)	Grant/Projec	t Monitoring				
				Crit	ical Success Factor 3: Leade	rship Effectiv	veness				
		Annual	Performance Goals from EOY document	On-Track assessment							
				Select							
				Select							
Annual Performance Goals,				Select							
2015-2016				Select							
				Select							
				Select							
				Select							
				Select							
Intervention: Strategies from Sch			Status of Implementation (Aug-Oct)	Evi	dence of Impact (Aug-Oct)	Period 1 Progress to Date	Status of Implementation (Nov-Feb)	Evidence of Impact (Nov-Feb)	Period 2 Progress to Date		
						Select			Select		
						Select			Select		
						Select			Select		
						Select			Select		
						Select			Select		
						Select			Select		
						Select			Select		

District Name: New Frontiers Cl										
Campus Name: New Frontiers Ci	harter School									
			Texas Title	I Priority Schools (TTIPS)	irant/Projec	t Monitoring				
			Crit	ical Success Factor 4: Leade	rship Effectiv	eness				
	Annu	al Performance Goals from EOY document	On-Track assessment	On-Track assessment Justification- Quantifiable Evidence of "On-Track" Assessment						
			Select							
			Select							
			Select							
Annual Performance Goals, 2015-2016			Select							
			Select							
			Select							
			Select							
			Select							
Interventions / Strategies from Schedu	ile 16	Status of Implementation (Aug-Oct)	Evi	dence of Impact (Aug-Oct)	Period 1 Progress to Date	Status of Implementation (Nov-Feb)	Evidence of Impact (Nov-Feb)	Period 2 Progress to Date		
					Select			Select		
					Select			Select		
					Select			Select		
					Select			Select		
					Select			Select		
					Select			Select		
					Select			Select		

District Name: New Frontiers Cl								
Campus Name: New Frontiers Cl	harter School							
			Texas Title	I Priority Schools (TTIPS)	Grant/Projec	t Monitoring		
		С	ritical Succe	ss Factor 5: Ongoing Family	and Commur	nity Engagement		
	Annu	ial Performance Goals from EOY document	On-Track assessment			Justification- Quantifiable Evidence of "On-Tra	ck" Assessment	
			Select					
			Select					
			Select					
Annual Performance Goals, 2015-2016			Select					
			Select					
			Select					
			Select					
			Select					
Interventions /					Period 1			Period 2
Strategies from Schedu	le 16	Status of Implementation (Aug-Oct)	Evi	dence of Impact (Aug-Oct)	Progress to Date	Status of Implementation (Nov-Feb)	Evidence of Impact (Nov-Feb)	Progress to Date
					Select			Select
					Select			Select
					Select			Select
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Campus Name: New Frontiers Co	harter School									
			Texas Title	I Priority Schools (TTIPS) G	irant/Projec	t Monitoring				
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	Annu	nal Performance Goals from EOY document	On-Track assessment	On-Track ssessment Justification- Quantifiable Evidence of "On-Track" Assessment						
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Interventions / Strategies from Schedu	le 16	Status of Implementation (Aug-Oct)	Evi	dence of Impact (Aug-Oct)	Period 1 Progress to Date	Status of Implementation (Nov-Feb)	Evidence of Impact (Nov-Feb)	Period 2 Progress to Date		
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District Name: New Fronti									
New Front	ers Criarter	3011001		Toyac Title	I Priority Schools (TTIPS) (	rant/Projec	t Monitoring		
				Criti	cal Success Factor 7: Ensure	Effective Tea	achers		
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District Name:	New Frontiers Charter School
Campus Name:	New Frontiers Charter School

## **Post-Visit Interventions**

## Instructions

Upon the conclusion of a performance-based monitoring (PBM) on-site review, a district/charter school will receive a report of on-site findings. The district/charter school will use this on-site report to complete the post-visit interventions (PVI) tab of the targeted improvement plan. This tab has been designed as a resource for a district/charter school to track the progress and completion of the required actions listed in the on-site report and will serve as an anchor for post-visit intervention support.

Required Action	Captured in Workbook	Which Tab/Section of the IP Workbook?	What are your strategies/activities to address this required action?	Timeline for Implementation	Personnel Responsible	Status	Progress Monitoring Data	Additional Comments/ Resources Required
	Select	Select				Select		
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District N	lame:	New Frontiers Charter Sch	ool					
				Corrective	<b>Action</b>	n Plan		
		•		•	•	ne year of Agency notification), and/or continui A regarding CAP implementation, and submit doc	• •	
	nin requ	uired timelines will result in				ke longer than one calendar year from the date Iministrative Code (TAC) §89.1076, Interventions a		
				Source(s) of	Noncomplia	ance		
		Sustained complaint alle	egations			Continuing noncompliance issue		
		Adverse due process he	earing decisions			Noncompliance identified as result of review of d	ocumentation by TEA	
		Current focused data an	alysis and/or Compliance Rev	riew		Noncompliance identified as a result of non-publi	ic review	
		Noncompliance identifie	d as a result of on-site visit an	d/or desk review		Noncompliance identified through submission of	State Performance Plan (S	PP) data
Status of Noncompliance	Ori	iginal Date of Agency Notification	Areas of Noncompliance Enter the topic and specific legal reference from the CFR, TEC, or TAC.	(Proc		ctive Actions (CAs) teps to correct noncompliance)	Personnel Responsible	Timeline for Implementation
Select	<enter< td=""><td>r date here.&gt;</td><td><enter citation(s)="" here.=""></enter></td><td><enter ca(s)="" here.=""></enter></td><td></td><td></td><td><enter here.="" name(s)=""></enter></td><td><enter here.="" timeline=""></enter></td></enter<>	r date here.>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>			<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>

District	Name: New Frontiers Charter Sch	pool									
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	Source(s) of Noncompliance										
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	Adverse due process hearing decisions  Noncompliance identified as result of review of documentation by										
	☐ Current focused data an	alysis and/or Compliance Rev	riew	Noncompliance identified as a result of non-pub	lic review						
	□ Noncompliance identifie	d as a result of on-site visit an	d/or desk review	Noncompliance identified through submission o	f State Performance Plan (S	PP) data					
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			Source(s) of Noncom	pliance							
	☐ Sustained complaint alle	egations		Continuing noncompliance issue							
	☐ Adverse due process he	earing decisions		Noncompliance identified as result of review of	documentation by TEA						
	☐ Current focused data an	alysis and/or Compliance Rev	riew	Noncompliance identified as a result of non-pub	lic review						
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District	Name: New Frontiers Charter Sch	ool				
			Corrective Action P	Plan		
			Source(s) of Noncompliance			
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	☐ Adverse due process he	ocumentation by TEA				
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			Source(s) of Noncompliance	9		
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District	Name: New Frontiers Charter Sch	ool						
Corrective Action Plan								
Source(s) of Noncompliance								
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☐ Adverse due process hearing decisions				□ Noncompliance identified as result of review of documentation by TEA				
☐ Current focused data analysis and/or Compliance Review			riew	□ Noncompliance identified as a result of non-public review				
	□ Noncompliance identifie	d as a result of on-site visit an	d/or desk review	□ Noncompliance identified through submission of State Performance Plan (SPP) data				
Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance Enter the topic and specific legal reference from the CFR, TEC, or TAC.		Sorrective Actions (CAs) and steps to correct noncompliance)	Personnel Responsible	Timeline for Implementation		
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	☐ Adverse due process hearing decisions			□ Noncompliance identified as result of review of documentation by TEA				
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District Name: New Frontiers Charter School								
Corrective Action Plan								
Source(s) of Noncompliance								
☐ Sustained complaint allegations ☐ Continuing noncompliance issue								
Adverse due process hearing decisions			□ Noncompliance identified as result of review of documentation by TEA					
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Corrective Action Plan										
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