

Required Information

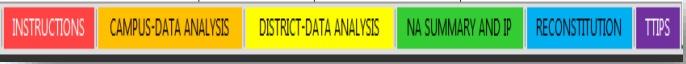
Once the district/campus name is entered below, it will automatically be copied to each of the remaining tabs.

District Name:	New Frontiers Charter School	Campus Name:	New Frontiers Charter School	Education Service Center (ESC):	20
County-District Number (CDN):	015805	Campus Number:	015805101	Professional Service Provider	Melonie Hammons
Date of Public Hearing for Targeted Improvement	9/30/2015	Date Targeted Improvement Plan Approved by Board	10/12/2015	Reconstitution Plan Completed and	7/10/2015
District/Campus Leadership Team (DLT/CLT) Members:	Ruben Pesina	District Coordinator of School Improvement (DCSI):	Melissa Holguin		
	Dovie Boykins				
	Maria Morgen				
	Deanna Sanchez				
	Maria Palacios				

Intervention Identification

PBMAS:	Select	RF:	No	If a campus is paired with your campus/district, please name the campus.	<Enter campus name here.>
Improvement Required:	Yes	TTIPS:	No		
Priority:	No	Focus:	Yes		

Improvement Plan Tips

Feature/Tip	Explanation	Screenshot
Completion of the Data Analysis Summary	There is a 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	

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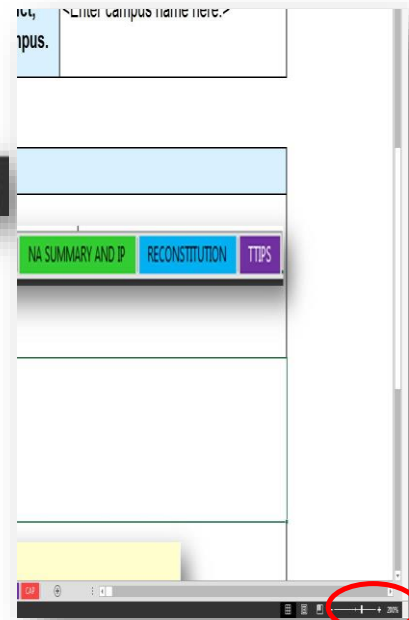
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Priority:	No	Focus:	Yes		

Zoom Level Bar

The Zoom Level Bar can be used in place of the zoom level drop down menu in newer versions of excel and is found at the bottom right of an excel workbook.

You can change the zoom by dragging the arrow left or right OR clicking the + or - buttons to increase/decrease the zoom level by 10% with each click.

Tabs within this workbook work optimally when the zoom level is set to 90%. If you find that the alignment of the checkboxes is skewed, check your zoom level.



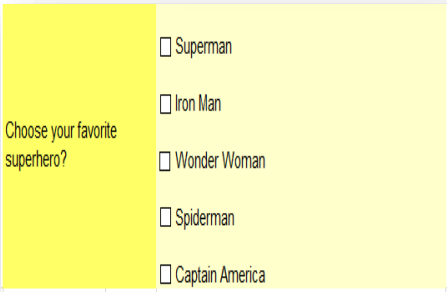
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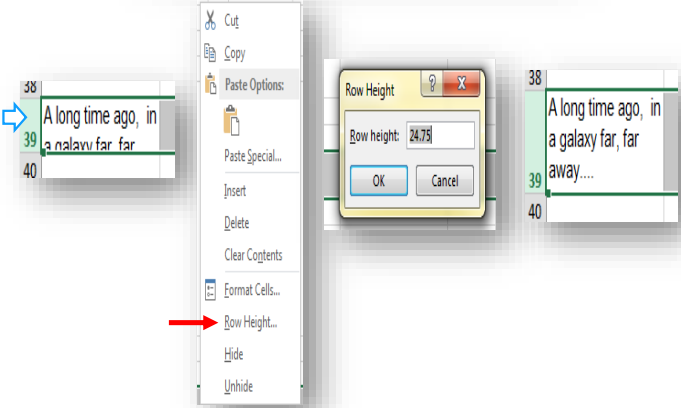
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Priority:	No	Focus:	Yes	

Check Box Selection	Check boxes have been added to the workbook to allow you to select more than one answer. Place a check in the box next to all answers that apply.	
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Expanding Rows and/or Columns	If you cannot see all of the information you have entered into a cell, you may adjust the height of the cell to fit your text.	
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- 1) Highlight the row by placing your cursor on the row number
- 2) Right click and select 'Row Height' from the menu
- 3) Increase the number in the 'Row Height' pop-up window
- 4) Click OK

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Priority:	No	Focus:	Yes		

Opening Help Box

Throughout this document, there are cells with that contain information and guidance you may need to help answer questions. These cells have been marked with a circle or bubble with a small, red question mark inside.

To view the help information for a particular cell, hover your mouse over the cell and the text will appear.



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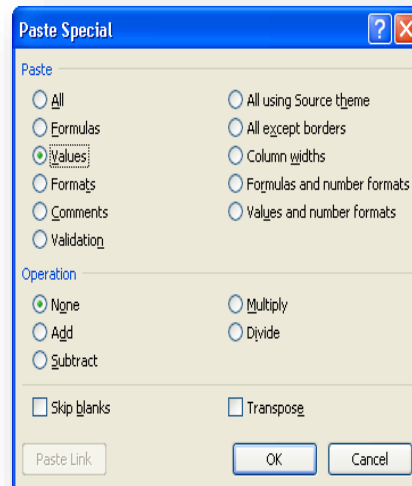
Using the Copy/Paste feature within the Excel document

In order to use the Paste Special feature:

1. Copy the text as normal.
2. Right click on the destination cell.
3. Choose Paste Special.
4. Select from the menu either Values or Text. Click OK when finished.

If while attempting to paste, a message appears indicating that the data being pasted is not the correct size and shape, please do the following:

1. Copy the text as normal.
2. Click on the destination cell.
3. Right click in the formula bar at



Entering the District/Campus Information

The District/Campus name **MUST** be entered on the Instructions tab in the Required Information section. Once this has been done the District/Campus name will automatically be copied to each of the remaining tabs.

Required Information

Once the LEA/Campus name is entered below it will automatically be copied to each of the remaining tabs.

District Name:	Campus Name:	Education Service Center (ESC):	Select
CDN:	Campus Number:	Professional Service Provider (PSP):	

Required Information

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Priority:	No	Focus:	Yes		
List of Acronyms	CAP: Corrective Action Plan CDN: County-District Number CSF: Critical Success Factor DA: Data Analysis EOY: End-of-Year ESC: Education Service Center ESEA: Elementary and Secondary Education Act IP: Improvement Plan		IR: Improvement Required NA: Needs Assessment PBM: Performance-Based Monitoring PBMAS: Performance-Based Monitoring Analysis System RF: Residential Facilities TCDSS: Texas Center for District and School Support TEA: Texas Education Agency TTIPS: Texas Title I Priority Schools		

District Name:	<i>New Frontiers Charter School</i>
Campus Name:	<i>New Frontiers Charter School</i>

CAMPUS - Data Analysis Summary

Instructions:	<p>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.</p> <p>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.</p>
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

Index 1 - Student Achievement	Did your campus meet standard for Index 1?	No													
	<div style="text-align: right; font-size: 20px; margin-bottom: 5px;">?</div> <p><i>If your campus Index 1 score was 5 points above index target, you do not need to answer this question*.</i></p> <p>Which student group(s) is(are) in greatest need of improvement? (Reminder: System safeguards data can help with this analysis.) * See help box for score details.</p>	Student Group	Content Area												
		African American	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
		Hispanic	<input checked="" type="checkbox"/>	Reading	<input checked="" type="checkbox"/>	Writing	<input checked="" type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input checked="" type="checkbox"/>	Mathematics			
		White	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
		American Indian	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
		Asian	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
		Pacific Islander	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
		Two or More Races	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
		Economically Disadvantaged	<input checked="" type="checkbox"/>	Reading	<input checked="" type="checkbox"/>	Writing	<input checked="" type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input checked="" type="checkbox"/>	Mathematics			
Special Education		<input checked="" type="checkbox"/>	Reading	<input checked="" type="checkbox"/>	Writing	<input checked="" type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input checked="" type="checkbox"/>	Mathematics				
English Language Learners	<input checked="" type="checkbox"/>	Reading	<input checked="" type="checkbox"/>	Writing	<input checked="" type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input checked="" type="checkbox"/>	Mathematics					
<Provide any additional information here.>															
Index 2 - Student Progress	Did your campus meet standard for Index 2?	Yes													
	<p><i>If your campus met Index 2 target, then you do not need to answer this question.</i></p> <p>If your campus missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth? (Reminder: Consider the exceeded progress component as well as made progress when answering.)</p>	<input type="checkbox"/>	African American	<input type="checkbox"/>	Hispanic	<input type="checkbox"/>	White	<input type="checkbox"/>	American Indian	<input type="checkbox"/>	Asian	<input type="checkbox"/>	Pacific Islander	<input type="checkbox"/>	Two or More Races
	<p><i>If your campus met Index 2 target, then you do not need to answer this question.</i></p> <p>If your campus missed Index 2 target, which student group(s) contributed to missing the Index 2 target?</p>	<input type="checkbox"/>	Students who failed in 2014 and failed in 2015												
		<input type="checkbox"/>	Students who passed in 2014 and passed in 2015												
	<input type="checkbox"/>	Students who were at Level III performance in 2014 and scored a Level II performance in 2015													
	<input type="checkbox"/>	Other													
<Provide any additional information here.>															

<p style="text-align: center;">Index 3 - Closing Achievement Gaps</p>	<p>Did your campus meet standard for Index 3? ? *see help box for score details</p> <p style="text-align: right;">No</p>
	<p><i>If your campus Index 3 score was more than 2 points above the index target, then you do not need to answer this question.</i></p> <p>Which student group(s), other than economically disadvantaged, was(were) measured for your campus in Index 3?</p> <p> <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races </p>
	<p>Which two ethnic/race student groups will be measured in Index 3 in the 2016 rating?</p> <p> <input type="checkbox"/> African American <input checked="" type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races </p>
	<p><Provide any additional information here.></p>
<p style="text-align: center;">Index 4 - Postsecondary Readiness</p>	<p>Did your campus meet standard for Index 4? ? *see help box for score details</p> <p style="text-align: right;">No</p>
	<p><i>If your non-AEA campus Index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.</i></p> <p><i>If your AEA campus Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.</i></p> <p>Which component(s) of Index 4 contributed to your campus missing Index 4?</p> <p> <input checked="" type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator </p>
	<p><Provide any additional information here.></p>

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.	<input checked="" type="checkbox"/> BE/ESL <input type="checkbox"/> CTE <input checked="" type="checkbox"/> NCLB (Title I, Part A or Migrant) <input checked="" type="checkbox"/> Special Education
How might your campus have contributed to PBMAS area(s) of concern and what correlations can be made between them and your campus' system safeguards?	<Enter text>

Section IV- Priority

(If your campus is not identified as a priority school, move to section V)

Which student group(s) contributed to the campus identification as a Priority school?	<input type="checkbox"/> Not Applicable <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Special Education
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Section V - Critical Success Factors (CSFs):

The questions above highlight the overall performance 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. In order to help identify the pivotal factors that 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	<p>?</p> <p>STAAR, TAPR Report, TELPAS results, TPRI, disaggregated attendance data for students and teachers, disaggregated discipline referral data</p>
Use of Quality Data to Drive Instruction	<p>?</p> <p>STAAR reports, data management systems, Eduphoria student expectation and item analysis data, data room student analysis walls</p>
Leadership Effectiveness	<p>?</p> <p>STAAR reports, TAPR, teacher retention reports, teacher attendance reports, professional development plans, staff surveys, teacher evaluation results</p>
Increased Learning Time	<p>?</p> <p>student engagement observations, master schedule, minutes of instructional time daily, days per year on the instructional calendar, minutes offered for staff collaboration/PD</p>
Family and Community Engagement	<p>?</p> <p>Participation results from workshops, event calendar, sign in sheets, number of community partners, observed results from community partnerships</p>
School Climate	<p>?</p> <p>teacher retention rates from 2005-2006 to present, staff perception data, discipline data, disaggregated attendance data, PEIMS data, teacher attendance reports, community involvement and support, discipline referral data, PBMAS report, PEIMS 425 report</p>
Teacher Quality	<p>?</p> <p>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</p>

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 plan.

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.

Problem Statement 1:	High teacher turnover rate has continued to escalate since the 2006-2007 academic year.							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area				
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics
Special Education			<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics	
English Language Learners	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			

Problem Statement 2:	Faculty & staff lack accountability and high expectations leading to poor academic results.							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area				
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			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics
Special Education			<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics	
English Language Learners	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			

Teachers lack the expertise to effectively implement a viable curriculum framework with robust instructional practices.

Problem Statement 3:

Which Index(es) does this problem statement address?

Campuses may also connect this problem statement to missed/targeted system safeguard(s).

- Not Applicable
- Index 1: Student Achievement
- Index 2: Student Progress
- Index 3: Closing Achievement Gaps
- Index 4: Postsecondary Readiness

Student Group

Content Area

Student Group	Reading	Writing	Science	Social Studies	Mathematics
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two or More Races	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economically Disadvantaged	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Special Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
English Language Learners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Problem Statement 4:

Which Index(es) does this problem statement address?

Campuses may also connect this problem statement to missed/targeted system safeguard(s).

- Not Applicable
- Index 1: Student Achievement
- Index 2: Student Progress
- Index 3: Closing Achievement Gaps
- Index 4: Postsecondary Readiness

Student Group

Content Area

Student Group	Reading	Writing	Science	Social Studies	Mathematics
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two or More Races	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economically Disadvantaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Learners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

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

Problem Statement 9:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 10:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

District Name:	<i>New Frontiers Charter School</i>
Campus Name:	<i>New Frontiers Charter School</i>

DISTRICT - Data Analysis Summary

Instructions:	<p>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.</p> <p>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 section I however; 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 plays a role in this process. If you have any questions throughout this process, please contact your TEA/TCDESS support specialist.</p>
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 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.

Section I - General Questions

Is your district identified as <i>Improvement Required</i> 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
Is your district staged in Residential Facilities (RF)?	No

Section II - Index Questions

(If your district is not rated Improvement Required, move to Section III)

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

<p style="text-align: center;">Index 3 - Closing Achievement Gaps</p>	<p>Did your district meet standard for Index 3? <i>*see help box for score details</i></p>	?	Select
	<p><i>If your district Index 3 score was more than two points above the index target, then you do not need to answer this question.</i></p> <p>Which student group(s), other than economically disadvantaged, was(were) measured for your district in Index 3?</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/>	
	<p>Which two ethnic/race student groups will be measured in Index 3 in the 2016 rating?</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/>	
	<p><Provide any additional information here.></p>		
<p style="text-align: center;">Index 4 - Postsecondary Readiness</p>	<p>Did your district meet standard for Index 4? <i>*see help box for score details</i></p>	?	Select
	<p><i>If your non-AEA district index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.</i></p> <p><i>If your AEA district Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.</i></p> <p>Which component(s) of Index 4 contributed to your district missing Index 4?</p>	<input type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator	
	<p><Provide any additional information here.></p>		

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 identified as an area of concern?

- BE/ESL CTE NCLB (Title I, Part A, or Migrant) Special Education

What campus/es is/are contributing to student performance indicators with a performance level of 2 or 3?

<Enter text>

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 area of concern?

- BE/ESL CTE NCLB (Title I, Part A, or Migrant) Special Education

In reviewing the summary page of your PBMAS report, what patterns and trends across program areas, including correlations between PBMAS areas of concern and your system safeguards, does the data reveal?

<Enter text>

What does your longitudinal PBMAS data from the past two years reveal when compared to your current year's report?

<Enter text>

Section IV - Residential Facility (RF) Questions

(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>

How is individualized decision-making affected by the identified patterns and trends?

<Enter text>

Based on the data, what are the strengths or weaknesses of the district's support for students with disabilities residing in RFs?

<Enter text>

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

The questions above highlight the overall performance of the district in relation to the State's indexes and PBMAS indicators. The performance of the district as measured by the indexes, PBMAS indicators, and/or RF data is the result of numerous variables. Identify the pivotal factors that contribute to the overall success or needs of the district as measured by the State's accountability system, PBMAS indicators, and RF data. **please identify the data sources used when reviewing the district's processes for each Support System and/or CSF.**

Support Systems

Capacity and Resources	Communication	Processes/Procedures	Organizational Structure
<Enter text>	<Enter text>	<Enter text>	<Enter text>

CSFs

(For possible data sources, see the [CSF Data Sources](#) document)

Academic Performance	<Enter text>
Use of Quality Data to Drive Instruction	<Enter text>
Leadership Effectiveness	<Enter text>
Increased Learning Time	<Enter text>
Family and Community Engagement	<Enter text>

School Climate	<input type="text" value="<Enter text>"/>
Teacher Quality	<input type="text" value="<Enter text>"/>

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 outline 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 the improvement 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 your problem statement here.>

Problem Statement 1:			

Which Index(es) does this problem statement address?

Districts may also connect this problem statement to missed/targeted system safeguard(s).

- Not Applicable
- Index 1: Student Achievement
- Index 2: Student Progress
- Index 3: Closing Achievement Gaps
- Index 4: Postsecondary Readiness

Student Group

Content Area

African American	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>
Hispanic	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>
White	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>
American Indian	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>
Asian	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>
Two or More Races	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>
Economically Disadvantaged	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>
Special Education	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>
English Language Learners	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>

Which PBMAS indicators and/or RF data does this problem statement address?

<Enter PBMAS indicators and/or RF data here.>

District Name:	New Frontiers Charter School
Campus Name:	New Frontiers Charter School

Needs Assessment Summary and Improvement Plan

Definition / Purpose:

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

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

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

Problem Statements (PS):	PS	Description	Root Cause	Notes
<i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	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.	is occurring because of Root Cause #2	Root Cause 2: There are a lack of consequences for noncompliance that includes a faltered leadership to consistently and clearly define schoolwide expectations, monitor, and follow-up.
	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 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>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7: <Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8: <Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9: <Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10: <Enter text>

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 PBMA indicator and ensure those are your prioritized root causes.

If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

***** Important Notice: Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.*****

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

District Name:	New Frontiers Charter School		
Campus Name:	New Frontiers Charter School		
Needs Assessment Summary and Improvement Plan			
Problem Statement 1:	High teacher turnover rate has continued to escalate since the 2006-2007 academic year.	Annual Goal:	100% of K-5 teachers will achieve overall proficiency or above as measured by TTESS by May 27, 2016
Root Cause 1:	Ineffective hiring and recruiting process to ensure that highly qualified candidates are selected in a timely manner.	Strategy:	We must create, execute and monitor an effective teacher recruitment and retention plan initiated by the Human Resources Department
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	Consistency of teaching staff will enable to the campus to build upon, enrich, and scaffold professional development, positively affecting student performance.
Interventions by Quarter			
Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)	
Q1 Goal:	Retain 100% of teachers that began the school year 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	Q4 Goal:	100% of K-5 teachers will achieve proficient overall based on TTESS evaluation
Q1 Interventions		Q2 Interventions	
1) Reorganization of Campus to provide coaching and feedback from instructional facilitators, special programs coordinator, and	1) Place still developing and needs improvement teachers on growth plans based on TTESS rubric	1) Team building off campus	1) EOY teacher recognition
2) Provide tailored professional development to teachers needs from support staff	2) Proficient teachers to lead campus task forces in attendance, climate, project effectiveness review and focus data analysis team, instructional material (text book	2) On-going monitoring of growth plans	2) Effective TTESS summative evaluations; discussion
3) Monthly teacher recognition	3) Focus groups of stakeholders to get feedback on teacher satisfaction	3) Monthly teacher recognition	3) Monthly teacher recognition
4) Salary adjustment and attendance incentive	4) Monthly teacher recognition	4) Effective recruiting strategies	4)
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?	
1) 7 minute feedback forms, data reflection forms, personal reflection forms, lesson plans, google docs, roster and organizational	1) Coaching feedback and growth plan list based on TTESS observations	1) Agendas and self reflection	1) Student Performance, years of service, proficiency
2) Agendas from professional development	2) Agendas and notes from committee meetings to include reporting requirements	2) Growth Plan review and analysis	2) TTESS analysis
3) Board meeting agendas; certificates	3) Feedback and suggestions from groups	3) Board meeting agendas; certificates	3) Board meeting agendas; certificates
4) Salary Scale	4) Board meeting agendas; certificates	4) Meeting agendas, sign in sheets, notes	4) STAAR Performance
End of Quarter Reporting			
Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report	
Did you meet this quarter's goal?	No, but Made Some Progress	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	2 out of 17 classroom teachers began the year in August but resigned shortly after beginning the school year. We increased the beginning salary from \$44,500 to \$46,000 annually.	Did you meet this quarter's goal?	<Enter text>
Are you on track to meet the annual goal?	Progress from 1st Year IR Schedule	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	Establish a student-centered culture and retain teachers who are invested in school's mission.	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>
End of Year Reporting			
Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.
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.	<Enter text>		
Problem Statement 2:	Faculty & staff lack accountability and high expectations leading to poor academic results.	Annual Goal:	100% of K-5 teachers will achieve proficiency or above on professional responsibilities domain as measured by TTESS by May 27, 2016
Root Cause 2:	There are a lack of consequences for noncompliance that includes a failure of leadership to consistently and clearly define schoolwide expectations, monitor, and follow-up.	Strategy:	Develop an effective accountability system that builds a culture of high expectations
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		

District Name:	New Frontiers Charter School
Campus Name:	New Frontiers Charter School

Needs Assessment Summary and Improvement Plan

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? Teachers will not be allowed to opt-out of set expectations given a heightened sense of accountability and high expectations established by the campus leadership. Curriculum and instructional delivery expectations will be adhered to allowing for consistency amongst grade levels and preparedness for subsequent grade levels.
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Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: 50% of K-5 teachers will achieve proficiency or above on professional responsibilities domain based on TTESS rubric	Q2 Goal: 75% of K-5 teachers will achieve proficiency or above on professional responsibilities domain based on TTESS rubric	Q3 Goal: 85% of K-5 teachers will achieve proficiency or above on professional responsibilities domain based on TTESS rubric	Q4 Goal: 100% of K-5 teachers will achieve proficiency or above on professional responsibilities domain as measured by TTESS by May 27, 2016
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Review of weekly lesson plan with monitoring of lesson plan execution 2) Administration of weekly assessments with weekly data-reflection 3) Movement of proficient teachers to grade-level areas of need 4)	1) Review of weekly lesson plan with monitoring of lesson plan execution 2) Improved alignment in instructional delivery and assessment of curriculum 3) Provide clearly defined and published school-wide expectations and result in student achievement 4) Weekly data conversations to adjust and align instruction	1) Review of weekly lesson plan with monitoring of lesson plan execution 2) Closely monitor assessment results and compare to lesson planning elements 3) Build capacity within grade level teams so teachers take ownership and develop a reflective practice to facilitate meetings 4) Develop a PLC structure for grade level meetings using instructional facilitators to support framework	1) Review of weekly lesson plan with monitoring of lesson plan execution 2) Closely monitor assessment results and compare to lesson planning elements 3) Evaluate grade level PLC meetings with adopted, published framework 4)
What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) Electronic sharing of lesson plans with notes 2) Data-reflection template, notes 3) Roster, ongoing monitoring of TTESS rubric & student mastery on weekly assessments 4)	1) Electronic sharing of lesson plans with notes 2) AWARE assessments and student scores 3) expectations document 4) Data sheet per teacher	1) Electronic sharing of lesson plans with notes 2) electronic lesson plans and aware student scores 3) Meeting agendas, sign in sheets, notes 4) PLC structure document	1) Electronic sharing of lesson plans with notes 2) electronic lesson plans and aware student scores 3) Meeting agendas, sign in sheets, notes 4)

End of Quarter Reporting

Q1 Report	Q2 Report	Q3 Report	Q4 Report
Did you meet this quarter's goal? Yes	Select	Select	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal. TTESS preliminary data based on walkthroughs shows 9 out of 17 teachers would rate as proficient on the professional responsibilities domain	<Enter text>	<Enter text>	<Enter text>
Are you on track to meet the annual goal? On Track	Select	Select	Select
What, if any, adjustments must be made in order to meet the annual goal? Reorganization of classroom teachers occurred within the district to ensure that the students in the campus with most needs would benefit from the most proficient teachers with heightened sense of urgency	What, if any, adjustments must be made in order 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 any additional information here>	What, if any, adjustments must be made in order to meet the annual goal? <Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this 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?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements. <Enter text>
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. <Enter text>			

Problem Statement 3:	Teachers lack the expertise to effectively implement a viable curriculum framework with robust instructional practices.	Annual Goal:	95% of student will meet standards on core subjects 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 with little to no experience.	Strategy:	Building teacher capacity for student achievement

Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement	How will addressing this root cause impact the index/indicator/CSF? Recruitment must be improved to place teachers in classrooms who are ready from Day One. Teachers who have expansive experience and a plethora of instructional tools can meet students' needs with minimal coaching support to maintain effective practices.
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District Name:	New Frontiers Charter School
Campus Name:	New Frontiers Charter School

Needs Assessment Summary and Improvement Plan

<input checked="" type="checkbox"/>	CSF 6-School Climate/ESEA TP: Improve School Environment		
<input checked="" type="checkbox"/>	CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).							
Q1 Goal:	65% of student will meet standards on core subjects at phase-in Level II on campus benchmarks	Q2 Goal:	75% of student will meet standards on core subjects as per BOY NWEA and/or phase-in Level II on campus benchmarks	Q3 Goal:	85% of student will meet standards on core subjects at phase-in Level II on campus benchmarks and show 50% meeting average or above standards on the MOY NWEA/MAP tests	Q4 Goal:	95% of student will meet standards at phase-in Level II on campus benchmarks and show 70% meeting average or above standards on the EOY NWEA/MAP tests
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1) Professional development addressing positive family relationships, Child Safe, child trauma, and proactive behavior management Staff development on Stage 2 of Leader in Me 2) TEKS Resource System utilized as curriculum framework Reorganization of Campus to provide coaching and feedback from instructional facilitators, special programs coordinator, and		1) Utilizing strategies presented during professional development including effective positive behavioral support systems & student engagement Coordinating ongoing implementation guided by Leader in Me Lighthouse Team 2) Professional development facilitated by UTSA Project Acceleration in order to create a mentoring structure within K-5 3) Differentiation professional development provided to teachers with embedded coaching support.		1) Provide individual coaching support to teachers regarding positive behavioral support strategies 2) Design Leader in Me leadership day in a collaborative effort between Lighthouse Team and student leaders 3) Participate in ongoing data study as facilitated by campus leadership and UTSA Project Acceleration to drive classroom instruction 4) Continue to refine differentiation techniques to incorporate effective instructional practices to engage all students		1) Recognize students for leadership efforts and exemplary citizenship based on the seven habits 2) Assess readiness of students given alignment of grades, test scores, and work samples 3) Study TTESS results to begin planning for individual teacher professional development to take place in the summer 4) Develop a framework for summer acceleration activities	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1) Meeting agenda, sign in sheets, notes 2) Meeting agenda, sign in sheets, notes 3) Meeting agenda, sign in sheets, notes, on-going walk-through observations 4) 7 minute feedback forms, data reflection forms, personal reflection forms, lesson plans, google docs, roster and organizational		1) Review 360 incident reports/referrals 2) Student Level Review by campus and classroom 3) Meeting agendas, sign in sheets, and handouts 4) Walkthrough observations		1) Review 360 incident reports/referrals 2) Student Level Review by campus and classroom 3) Meeting agendas, sign in sheets, and handouts 4) Walkthrough observations and notes		1) PEIMS 425 report 2) Student Level Review by campus and classroom 3) Grade level student review meeting minutes 4) published document, framework	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.							
Did you meet this quarter's goal?	<input checked="" type="checkbox"/>	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 evidence that supports meeting or making progress toward this quarterly goal.	In progress. NWEA/MAP testing complete for grade 3-5. Remainder of K-2 testing and campus benchmarks will be administered the last week of October.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Progress toward goal. 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?	Reorganization of teachers occurred given the weekly assessment results and walkthrough observations. Assessments must be carefully scrutinized to ensure alignment to standards.	What, if any, adjustments must be made in order 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 any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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.	<Enter text>					

Problem Statement 4:	0	Annual Goal:	<Enter text>
Root Cause 4:	0	Strategy:	<Enter text>

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

Interventions by Quarter

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

District Name:	New Frontiers Charter School
Campus Name:	New Frontiers Charter School

Needs Assessment Summary and Improvement Plan

?	?	?	?
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	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 collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		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?	Select
?	<Enter text>	?	<Enter text>	?	<Enter text>	?	<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 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.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order 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 any additional information here>	What, if any, adjustments must be made in order 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 any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this 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?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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.	<Enter text>					

Problem Statement 5:	0	Annual Goal:	?	<Enter text>
Root Cause 5:	0	Strategy:	?	<Enter text>
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness			
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		?	<Enter text>
How will addressing this root cause impact the index/indicator/CSF?				

Interventions by Quarter

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

District Name:	New Frontiers Charter School
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Needs Assessment Summary and Improvement Plan

2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
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1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		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?	Select
? <Enter text>		? <Enter text>		? <Enter text>		? <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 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.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order 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 any additional information here>	What, if any, adjustments must be made in order 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 any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this 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?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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.	<Enter text>					

Problem Statement 6:	Annual Goal: ? <Enter text>
Root Cause 6: <Enter text>	Strategy: ? <Enter text>

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

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal: ?	Q2 Goal: ?	Q3 Goal: ?	Q4 Goal: ?				
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

District Name:	New Frontiers Charter School														
Campus Name:	New Frontiers Charter School														
Needs Assessment Summary and Improvement Plan															
What data will be collected to monitor interventions in Q1?			What data will be collected to monitor interventions in Q2?			What data will be collected to monitor interventions in Q3?			What data was collected to monitor interventions in Q4?						
1)			1)			1)			1)						
2)			2)			2)			2)						
3)			3)			3)			3)						
4)			4)			4)			4)						
End of Quarter Reporting															
Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.			Q2 Report			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?	Select					
	<Enter text>			<Enter text>			<Enter text>			<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 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.						
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select					
	<Enter any additional information here>			<Enter any additional information here>			<Enter any additional information here>			<Enter any additional information here>					
What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?						
End of Year Reporting															
Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>			Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>			Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>			Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>		
					<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions			Please provide additional information for the selection of Other or for any selected elements.							
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.	<Enter text>														
Problem Statement 7:						Annual Goal:	<Enter text>								
Root Cause 7:	<Enter text>					Strategy:	<Enter text>								
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness														
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesign School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers					How will addressing this root cause impact the index/indicator/CSF?								<Enter text>	
Interventions by Quarter															
Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).			Q2 (Nov, Dec, Jan)			Q3 (Feb, Mar)			Q4 (April, May, June)						
Q1 Goal:			Q2 Goal:			Q3 Goal:			Q4 Goal:						
Q1 Interventions			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 collected to monitor interventions in Q1?			What data will be collected to monitor interventions in Q2?			What data will be collected to monitor interventions in Q3?			What data was collected to monitor interventions in Q4?						
1)			1)			1)			1)						
2)			2)			2)			2)						

District Name:	New Frontiers Charter School
Campus Name:	New Frontiers Charter School

Needs Assessment Summary and Improvement Plan

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

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		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?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order 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 any additional information here>	What, if any, adjustments must be made in order 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 any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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.	<Enter text>				

Problem Statement 8:	<Enter text>	Annual Goal:	<Enter text>
Root Cause 8:	<Enter text>	Strategy:	<Enter text>

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

Interventions by Quarter

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

End of Quarter Reporting

District Name:	New Frontiers Charter School
Campus Name:	New Frontiers Charter School

Needs Assessment Summary and Improvement Plan

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		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?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order 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 any additional information here>	What, if any, adjustments must be made in order 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 any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you did meet your annual goal, to what do you attribute your success?</p> <p>If you did not meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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.	<Enter text>					

Problem Statement 9:	<Enter text>	Annual Goal:	<Enter text>
Root Cause 9:	<Enter text>	Strategy:	<Enter text>

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

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	<Enter text>	Q2 Goal:	<Enter text>	Q3 Goal:	<Enter text>	Q4 Goal:	<Enter text>
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	<Enter text>	1)	<Enter text>	1)	<Enter text>	1)	<Enter text>
2)	<Enter text>	2)	<Enter text>	2)	<Enter text>	2)	<Enter text>
3)	<Enter text>	3)	<Enter text>	3)	<Enter text>	3)	<Enter text>
4)	<Enter text>	4)	<Enter text>	4)	<Enter text>	4)	<Enter text>
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	<Enter text>	1)	<Enter text>	1)	<Enter text>	1)	<Enter text>
2)	<Enter text>	2)	<Enter text>	2)	<Enter text>	2)	<Enter text>
3)	<Enter text>	3)	<Enter text>	3)	<Enter text>	3)	<Enter text>
4)	<Enter text>	4)	<Enter text>	4)	<Enter text>	4)	<Enter text>

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		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?	Select

District Name:	New Frontiers Charter School
Campus Name:	New Frontiers Charter School

Needs Assessment Summary and Improvement Plan

Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
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 any additional information here>	What, if any, adjustments must be made in order 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 any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this 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?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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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 Statement 10:	<Enter text>	Annual Goal:	<Enter text>
Root Cause 10:	<Enter text>	Strategy:	<Enter text>

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

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) 2) 3) 4)	1) 2) 3) 4)	1) 2) 3) 4)	1) 2) 3) 4)
What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) 2) 3) 4)	1) 2) 3) 4)	1) 2) 3) 4)	1) 2) 3) 4)

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.	Q2 Report	Q3 Report	Q4 Report
Did you meet this 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.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>

District Name:	New Frontiers Charter School
Campus Name:	New Frontiers Charter School

Needs Assessment Summary and Improvement Plan

Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order 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 any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you did meet your annual goal, to what do you attribute your success?</p> <p>If you did not meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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.	<Enter text>					

FIR Sustainability Questions

If your campus is identified as formerly Improvement Required (FIR), please answer the following questions (before March 10, 2016) regarding the sustainability of strategies that led to your success.

What strategies, processes, and/or systems, has the campus identified as making the greatest impact in moving the campus to a Met Standard rating?	<Enter text>
What plans are in place to sustain these strategies, processes, and/or systems?	<Enter text>

Corrective Action Plan

Instructions

The district must include noncompliance that is **new (District has not yet received Agency notification)**, **current (within one year of Agency notification)**, and/or **continuing (noncompliance has exceeded one year) in this CAP**. The district must conduct monitoring to determine the progress of implementation of the CAP, provide updates to the TEA regarding CAP implementation, and submit documents verifying implementation of corrective actions upon request.

The district is required to correct any noncompliance items as soon as possible, but in no case may the correction take longer than one calendar year from the date of identification of noncompliance. Failure to correct noncompliance within required timelines will result in elevated interventions or sanctions as referenced in 19 Texas Administrative Code (TAC) §89.1076, Interventions and Sanctions, and §97.1071, Special Program Performance; Intervention Stages.

Source(s) of Noncompliance

- | | |
|--|---|
| <input type="checkbox"/> Sustained complaint allegations
<input type="checkbox"/> Adverse due process hearing decisions
<input type="checkbox"/> Current focused data analysis and/or Compliance Review
<input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Continuing noncompliance issue
<input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA
<input type="checkbox"/> Noncompliance identified as a result of non-public review
<input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |
|--|---|

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
Select	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

Corrective Action Plan

Source(s) of Noncompliance

- | | |
|---|---|
| <input type="checkbox"/> Sustained complaint allegations | <input type="checkbox"/> Continuing noncompliance issue |
| <input type="checkbox"/> Adverse due process hearing decisions | <input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA |
| <input type="checkbox"/> Current focused data analysis and/or Compliance Review | <input type="checkbox"/> Noncompliance identified as a result of non-public review |
| <input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
Select	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

Source(s) of Noncompliance

- | | |
|---|---|
| <input type="checkbox"/> Sustained complaint allegations | <input type="checkbox"/> Continuing noncompliance issue |
| <input type="checkbox"/> Adverse due process hearing decisions | <input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA |
| <input type="checkbox"/> Current focused data analysis and/or Compliance Review | <input type="checkbox"/> Noncompliance identified as a result of non-public review |
| <input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
Select	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

Corrective Action Plan

Source(s) of Noncompliance

- | | |
|--|---|
| <input type="checkbox"/> Sustained complaint allegations
<input type="checkbox"/> Adverse due process hearing decisions
<input type="checkbox"/> Current focused data analysis and/or Compliance Review
<input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Continuing noncompliance issue
<input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA
<input type="checkbox"/> Noncompliance identified as a result of non-public review
<input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |
|--|---|

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
Select	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

Source(s) of Noncompliance

- | | |
|--|---|
| <input type="checkbox"/> Sustained complaint allegations
<input type="checkbox"/> Adverse due process hearing decisions
<input type="checkbox"/> Current focused data analysis and/or Compliance Review
<input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Continuing noncompliance issue
<input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA
<input type="checkbox"/> Noncompliance identified as a result of non-public review
<input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |
|--|---|

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
Select	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

Corrective Action Plan

Source(s) of Noncompliance

- | | |
|---|---|
| <input type="checkbox"/> Sustained complaint allegations | <input type="checkbox"/> Continuing noncompliance issue |
| <input type="checkbox"/> Adverse due process hearing decisions | <input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA |
| <input type="checkbox"/> Current focused data analysis and/or Compliance Review | <input type="checkbox"/> Noncompliance identified as a result of non-public review |
| <input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
Select	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

Source(s) of Noncompliance

- | | |
|---|---|
| <input type="checkbox"/> Sustained complaint allegations | <input type="checkbox"/> Continuing noncompliance issue |
| <input type="checkbox"/> Adverse due process hearing decisions | <input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA |
| <input type="checkbox"/> Current focused data analysis and/or Compliance Review | <input type="checkbox"/> Noncompliance identified as a result of non-public review |
| <input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
Select	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

Corrective Action Plan

Source(s) of Noncompliance

- | | |
|---|---|
| <input type="checkbox"/> Sustained complaint allegations | <input type="checkbox"/> Continuing noncompliance issue |
| <input type="checkbox"/> Adverse due process hearing decisions | <input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA |
| <input type="checkbox"/> Current focused data analysis and/or Compliance Review | <input type="checkbox"/> Noncompliance identified as a result of non-public review |
| <input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
Select	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

Source(s) of Noncompliance

- | | |
|---|---|
| <input type="checkbox"/> Sustained complaint allegations | <input type="checkbox"/> Continuing noncompliance issue |
| <input type="checkbox"/> Adverse due process hearing decisions | <input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA |
| <input type="checkbox"/> Current focused data analysis and/or Compliance Review | <input type="checkbox"/> Noncompliance identified as a result of non-public review |
| <input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |

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Select	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

Corrective Action Plan

Source(s) of Noncompliance

- | | |
|---|---|
| <input type="checkbox"/> Sustained complaint allegations | <input type="checkbox"/> Continuing noncompliance issue |
| <input type="checkbox"/> Adverse due process hearing decisions | <input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA |
| <input type="checkbox"/> Current focused data analysis and/or Compliance Review | <input type="checkbox"/> Noncompliance identified as a result of non-public review |
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Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
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