

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 18	District Number: 068991	District Name: Ector County	Campus Number: 000000125	Campus Name: Blanton Elementary
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Needs Assessment Summary and Improvement Plan

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

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

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

Problem Statements (PS): <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:	On the 2015/16 STAAR test all students in reading scored 68% mastery, economically disadvantaged 55%, and Hispanic students 74%.	is occurring because of Root Cause #1	Root Cause 1:	Our campus is in need of presenting the curriculum consistently and at the appropriate level of rigor. All grade levels at our campus need to ensure all students receive the same education at the appropriate level in ELAR. Our campus needs to monitor three student groups within our student population to ensure instruction targets success for all students: economically disadvantaged students, Hispanic students and special education students.
	PS 2:	On the 2015/16 STAAR test all students in math scored 72% mastery, economically disadvantaged 61%, and Hispanic students 73%.	is occurring because of Root Cause #2	Root Cause 2:	Our campus is in need of presenting the curriculum consistently and at the appropriate level of rigor. All grade levels at our campus need to ensure all students receive the same education at the appropriate level in math. Our campus needs to monitor three student groups within our student population to ensure instruction targets success for all students: economically disadvantaged students, Hispanic students and special education students.
	PS 3:	On the 2015/16 STAAR test all grade 5 students in science scored 65% mastery, economically disadvantaged 57%, and the Hispanic students 69%.	is occurring because of Root Cause #3	Root Cause 3:	Our campus is in need of presenting the curriculum consistently and at the appropriate level of rigor. All grade levels at our campus need to ensure all students receive the same education at the appropriate level in science. Our campus needs to monitor three student groups within our student population to ensure instruction targets success for all students: economically disadvantaged students, Hispanic students and special education students.
	PS 4:	On the 2015/16 STAAR test all grade 4 students in writing scored 64% mastery, economically disadvantaged 44%, and the Hispanic students 55%.	is occurring because of Root Cause #4	Root Cause 4:	Our campus is in need of presenting the curriculum consistently and at the appropriate level of rigor. All grade levels at our campus need to ensure all students receive the same education at the appropriate level in ELAR. Our campus needs to monitor three student groups within our student population to ensure instruction targets success for all students: economically disadvantaged students, Hispanic students and special education students.
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	<Enter text>
	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.

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

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Needs Assessment Summary and Improvement Plan

Problem Statement 1:	On the 2015/16 STAAR test all students in reading scored 68% mastery, economically disadvantaged 55%, and Hispanic students 74%.	Annual Goal:	On the 2016/17 STAAR test in the area of reading 74% of all students will achieve mastery.
Root Cause 1:	Our campus is in need of presenting the curriculum consistently and at the appropriate level of rigor. All grade levels at our campus need to ensure all students receive the same education at the appropriate level in ELAR. Our campus needs to monitor three student groups within our student population to ensure instruction targets success for all students: economically disadvantaged students, Hispanic students and special education students.	Strategy:	PLCs will be utilized to discuss effective Tier 1 instruction, data disaggregation using iStation data, unit assessments, released STAAR, Stride, and high order level of instruction with student engagement.
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 checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	Blanton will increase student performance in the area of reading for all students and student subgroups with a focus on presenting the curriculum consistently by improving on teacher lesson design and delivery of the TEKS.

Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	At the end of quarter 1, 100% of the teachers will demonstrate an understanding of the new lesson planning process showing a higher level of instruction and engagement.	Q2 Goal:	By the end of quarter 2, 100% teachers will demonstrate the implementation of higher level instruction in the classroom.	Q3 Goal:	By the end of quarter 3, all teachers in grades 3-5 will develop intervention plans for students based on the results of the STAAR released reading test. Increased monitoring of Economically Disadvantaged student progress will be a focus.	Q4 Goal:	By mid-June, campus leadership will review multiple data sources to determine the effectiveness of reading interventions to aid planning for 2017-18 school year. Increased monitoring of economically disadvantaged student progress will be a
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Professional Development with all teachers concerning lesson planning	1)	Walk throughs by campus leadership, PSP, and DCSI	1)	Walk throughs by campus leadership, PSP, and DCSI	1)	Review STAAR reading results
2)	100% of teachers will be trained to use effective strategies from Lead4ward to increase higher levels of learning	2)	PLCs focused on student instructional progress	2)	Review of reading data from the released STAAR during the PLC meetings grades 3-5 and iStation Data grades K-2	2)	Review iStation data
3)	New lesson plan format	3)	Weekly review of lesson plans by campus leadership	3)	Continue to refine lesson plans and raise the level of rigor and levels of questioning with continuous follow up and feedback	3)	Review Stride data
4)	T-TESS training and goal setting for all staff will be completed	4)	T-TESS evaluations and conferences	4)	Review of lesson plans including targeted instruction for individual students	4)	Review discipline and attendance numbers
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)	Review of lesson plan format by campus leadership	1)	Check list of lessons reviewed by campus leadership	1)	Walk through observations focusing on RTI and tutoring time	1)	Review STAAR reading results
2)	Sign-in sheets for lead4ward training	2)	PLC Minutes	2)	PLC Minutes and Tutoring plans	2)	Analyze iStation data
3)	Sign-in sheets for lesson planning professional development.	3)	Walk through forms	3)	Focused reading TEKS and instruction for individual students during RTI and tutoring time	3)	Review Stride data
4)	Sign-in sheets for T-TESS training attendance	4)	T-TESS evaluations and conferences completed	4)	Check list of lesson plans reviewed for targeted instruction	4)	Reports for discipline and attendance

End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		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	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>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<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.	<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 2017-2018 school year.		<Enter text>			

Problem Statement 2:	On the 2015/16 STAAR test all students in math scored 72% mastery, economically disadvantaged 61%, and Hispanic students 73%.	Annual Goal:	On the 2016/17 STAAR test in the area of math 77% of all students and the student subgroups (Economically disadvantaged, African American, and Hispanic) will achieve mastery.
Root Cause 2:	Our campus is in need of presenting the curriculum consistently and at the appropriate level of rigor. All grade levels at our campus need to ensure all students receive the same education at the appropriate level in math. Our campus needs to monitor three student groups within our student population to ensure instruction targets success for all students: economically disadvantaged students, Hispanic students and special education students.	Strategy:	PLCs will be utilized to discuss effective Tier 1 instruction, data disaggregation using iStation data, unit assessments, Stride, released STAAR, and high order level of instruction with student engagement.

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 18	068991	Ector County	00000125	Blanton Elementary

Needs Assessment Summary and Improvement Plan

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?	Blanton will increase student performance in the area of math for all students and student subgroups with a focus on presenting the curriculum consistently by improving on teacher lesson design and delivery of the TEKS.		

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)	
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Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Professional Development with all teachers concerning lesson planning	1)	Walk throughs by campus leadership, PSP, and DCSI	1)	Walk throughs by campus leadership, PSP, and DCSI	1)	Review STAAR math results
2)	100% of teachers will be trained to use effective strategies from Lead4ward to increase higher levels of learning	2)	Weekly review of lesson plans by campus leadership	2)	Review of math data from the released STAAR during the PLC meetings grades 3-5 and iStation Data grades K-2	2)	Review iStation data
3)	New lesson plan format	3)	Weekly review of lesson plans by campus leadership	3)	Continue to refine lesson plans and raise the level of rigor and levels of questioning with continuous follow up and feedback	3)	Review Stride data
4)	T-TESS training and goal setting for all staff will be completed	4)	T-TESS evaluations and conferences completed	4)	Review of lesson plans including targeted instruction for individual students	4)	Review discipline and attendance numbers
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)	Review of lesson plan format by campus leadership	1)	Check list of lessons reviewed by campus leadership	1)	Walk through observations focusing on RTI and tutoring time	1)	Review STAAR math results
2)	Sign-in sheets for lead4ward training	2)	PLC Minutes	2)	PLC Minutes and Tutoring plans	2)	Analyze iStation data
3)	Sign-in sheets for lesson planning professional development	3)	Walk through forms	3)	Focused reading TEKS and instruction for individual students during RTI and tutoring time	3)	Review Stride data
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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	
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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

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Problem Statement 3:	On the 2015/16 STAAR test all grade 5 students in science scored 65% mastery, economically disadvantaged 57%, and the Hispanic students 69%.	Annual Goal:	On the 2016/17 STAAR test in the area of science 70% of all students and the student subgroups (Economically disadvantaged and Hispanic) will achieve mastery.
Root Cause 3:	Our campus is in need of presenting the curriculum consistently and at the appropriate level of rigor. All grade levels at our campus need to ensure all students receive the same education at the appropriate level in science. Our campus needs to monitor three student groups within our student population to ensure instruction targets success for all students: economically disadvantaged students, Hispanic students and special education students.	Strategy:	PLCs will be utilized to discuss effective Tier 1 instruction, data disaggregation, unit assessments, released STAAR, and high order level of instruction with student engagement in grade levels K-5.
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
	<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		

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Needs Assessment Summary and Improvement Plan

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<ul style="list-style-type: none"> ■ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ■ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ■ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ■ CSF 6-School Climate/ESEA TP: Improve School Environment ■ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers 	How will addressing this root cause impact the index/indicator/CSF?	Blanton will increase student performance in the area of science for all students and student subgroups with a focus on presenting the curriculum consistently by improving on teacher lesson design and delivery of the TEKS.
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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)
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Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Professional Development with all teachers concerning lesson planning 2) 100% of teachers will be trained to use effective strategies from Lead4ward to increase higher levels of learning 3) New lesson plan format 4) T-TESS training and goal setting for all staff will be completed	1) Walk throughs by campus leadership, PSP, and DCSI 2) Weekly review of lesson plans by campus leadership 3) Weekly review of lesson plans by campus leadership 4) T-TESS evaluations and conferences completed	1) Walk throughs by campus leadership, PSP, and DCSI 2) Review of science data from the released STAAR during the PLC meetings grades 3-5 and iStation Data grades K-2 3) Continue to refine lesson plans and raise the level of rigor and levels of questioning with continuous follow up and feedback 4) Review of lesson plans including targeted instruction for individual students	1) Review STAAR science results 2) Review released STAAR data for science 3) Review Stride data 4) Review discipline and attendance numbers

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) Review of lesson plan format by campus leadership. 2) Sign-in sheets for lead4ward training 3) Sign-in sheets for lesson planning professional development. 4) Sign-in sheets for T-TESS training attendance	1) Check list of lessons reviewed by campus leadership 2) PLC Minutes 3) Walk through forms 4) T-TESS evaluations and conferences completed	1) Walk through observations focusing on RTI and tutoring time 2) PLC Minutes and Tutoring plans 3) Focused reading TEKS and instruction for individual students during RTI and tutoring time 4) Check list of lesson plans reviewed for targeted instruction	1) Review STAAR science results 2) Released STAAR data for science 3) Review Stride data 4) Reports for discipline and attendance

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	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>	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 <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<ul style="list-style-type: none"> ■ Data Analysis Process ■ Data Quality ■ Appropriate Strategy ■ Identification of Root Cause ■ Quarterly Planning Process ■ Ongoing Monitoring and Interventions 	<ul style="list-style-type: none"> ■ (Specific) Interventions ■ Annual Goals ■ CSF/ESEA Turnaround ■ Training ■ 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 4:	On the 2015/16 STAAR test all grade 4 students in writing scored 64% mastery, economically disadvantaged 44%, and the Hispanic students 55%.	Annual Goal:	On the 2016/17 STAAR test in the area of writing, 70% of all students and the student subgroups (Economically disadvantaged, and Hispanic) will achieve mastery.
Root Cause 4:	Our campus is in need of presenting the curriculum consistently and at the appropriate level of rigor. All grade levels at our campus need to ensure all students receive the same education at the appropriate level in ELAR. Our campus needs to monitor three student groups within our student population to ensure instruction targets success for all students: economically disadvantaged students, Hispanic students and special education students.	Strategy:	PLCs will be utilized to discuss effective Tier 1 instruction, data disaggregation, unit assessments, released STAAR, and high order level of instruction with student engagement in grade levels K-5.
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<ul style="list-style-type: none"> ■ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ■ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ■ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ■ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ■ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ■ CSF 6-School Climate/ESEA TP: Improve School Environment 	How will addressing this root cause impact the index/indicator/CSF?	Blanton will increase student performance in the area of writing for all students and student subgroups with a focus on presenting the curriculum consistently by improving on teacher lesson design and delivery of the TEKS

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	Region 18	068991	Ector County	00000125	Blanton Elementary

Needs Assessment Summary and Improvement Plan

- CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers

Interventions by Quarter

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Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Professional Development with all teachers concerning lesson planning	1)	Walk throughs by campus leadership, PSP, and DCSI	1)	Walk throughs by campus leadership, PSP, and DCSI	1)	Review STAAR writing results
2)	100% of teachers will be trained to use effective strategies from Lead4ward to increase higher levels of learning	2)	Weekly review of lesson plans by campus leadership	2)	Review of writing data from the released STAAR during the PLC meetings grades 3-5 and iStation Data grades K-2	2)	Review iStation data
3)	New lesson plan format	3)	Weekly review of lesson plans by campus leadership	3)	Continue to refine lesson plans and raise the level of rigor and levels of questioning with continuous follow up and feedback	3)	Review Stride data
4)	T-TESS training and goal setting for all staff will be completed	4)	T-TESS evaluations and conferences completed	4)	Review of lesson plans including targeted instruction for individual students	4)	Review discipline and attendance numbers
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)	Review of lesson plan format by campus leadership	1)	Check list of lessons reviewed by campus leadership	1)	Walk through observations focusing on RTI and tutoring time	1)	Review STAAR writing results
2)	Sign-in sheets for lead4ward training	2)	PLC minutes	2)	PLC Minutes and Tutoring plans	2)	Analyze iStation data
3)	Sign-in sheets for lesson planning professional development	3)	Walk through forms	3)	Focused reading TEKS and instruction for individual students during RTI and tutoring time	3)	Review Stride data
4)	Sign-in sheets for T-TESS training attendance	4)	T-TESS evaluations and conferences completed	4)	Check list of lesson plans reviewed for targeted instruction	4)	Reports for discipline and attendance

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>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> 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:		Annual Goal:	<Enter text>
Root Cause 5:		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>
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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)	
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Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 18	District Number: 068991	District Name: Ector County	Campus Number: 000000125	Campus Name: Blanton Elementary
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Needs Assessment Summary and Improvement Plan

Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions		Q2 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?	
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
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>
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:		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	

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 18	068991	Ector County	00000125	Blanton Elementary

Needs Assessment Summary and Improvement Plan

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?
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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
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>
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>
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Root Cause 7:		Strategy:	<Enter text>
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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)
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Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
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Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
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1)		1)		1)		1)	
2)		2)		2)		2)	

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 18	District Number: 068991	District Name: Ector County	Campus Number: 000000125	Campus Name: Blanton Elementary
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Needs Assessment Summary and Improvement Plan

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
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>
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:		Annual Goal:	<Enter text>
Root Cause 8:		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)	
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?	

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 18	District Number: 068991	District Name: Ector County	Campus Number: 000000125	Campus Name: Blanton Elementary
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Needs Assessment Summary and Improvement Plan

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
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>	<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:		Annual Goal:	<Enter text>
Root Cause 9:		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:		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)	

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 18	District Number: 068991	District Name: Ector County	Campus Number: 000000125	Campus Name: Blanton Elementary
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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	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>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> 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 10:		Annual Goal:	<Enter text>
Root Cause 10:		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)	
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?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 18	068991	Ector County	000000125	Blanton Elementary

Needs Assessment Summary and Improvement Plan

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		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 <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> 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	<p>Please provide additional information for the selection of Other or for any selected elements.</p>	<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 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>