Responses to these questions have been from the Contact-	District Number:	District Name:	Campus Number:	Campus Name:
Intervention Information Tab	068901	Ector County ISD	068901132	G.E. Buddy West Elementary School

Needs Assessment Summary and Improvement Plan

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

Definition / Step 2: Establish the purpose of assessing root causes and establish the team

Purpose:

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.

	PS 1:	43% of West students met standard on math STAAR	is occurring because of Root Cause #1	Root Cause 1:	Teachers were not aware that their instruction was not at the level of rigor indicated by the TEKS
	PS 2:	37% of West students met standard on STAAR science	is occurring because of Root Cause #2	Root Cause 2:	Teachers were not aware that instruction was not aligned to the TEKS and essence statements.
Problem Statements	PS 3:	45% of West students met standard on reading STAAR	is occurring because of Root Cause #3	Root Cause 3:	Teachers were not aware that instruction was not aligned to the TEKS and Figure 19
(PS):	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	<enter text=""></enter>
Problem statements are carried over from	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	<enter text=""></enter>
Section VI of the Campus Data Analysis tab	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<enter text=""></enter>
OR Section VI of the District Data Analysis	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<enter text=""></enter>
Summary tab.	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<enter text=""></enter>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<enter text=""></enter>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<enter text=""></enter>

dentified 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.

*** 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.

Responses to these questions have been from the Contact-	Education	Service Center (ESC) Number:	District i	Number:	District N	ame:		Campus Number:	(Campus Name:			
Intervention Information Tab		Region 18	068		Ector Coun			068901132	G.E. Budd	y West Elementary School			
				Needs Assess	ment Summary	and Improve	d Improvement Plan						
Proble	em Statement 1:	43% of West students met standa	ard on math STAAR			Annual Goal	: 65% of Wes	t students will meet standard o	on math STA/	AR			
	Root Cause 1:	Teachers were not aware that the	ir instruction was not at the l	evel of rigor indicated by the	TEKS	Strategy	Teachers will participate in data driven, guided planning and modeling						
	Index Number:	□ Not Applicable	■ Index 1	: Student Achievement	Index 2: Stu	dent Progress	Index 3	: Closing Achievement G	iaps	☐ Index 4:	: Postsecondary Readiness		
Critical Success Fact ESEA Turnaround Prin Major Syster	ciples (TPs)	CSF 2-Qua CSF 3-Lea CSF 4-Incr CSF 5-Far	lity Data to Drive Instruction dership Effectiveness/ESEA eased Learning Time/ESEA	ove School Environment	Inform Instruction	How will addressing th impact the index/indi	is root cause cator/CSF?	instruction in all of the grade essence statements and the TEKS alignment, the state as appropriate instruction and le plans will provide the instruct or planning practices through	level TEKS a state assess ssessment, a evels of instru- tional leaders hout the year. d data monitor	and at the level of rigor and s ments. Providing teachers v and a process for effective pl action. Monitoring instructior with the data they need to p . West is a new campus with tring process will create an in	indicate that students did not receive specificity as determined by the TEKS, with a deep understanding of the TEKS, anning will result in students receiving in through will know for some convoide feedback and to modify instruction many teachers new to teaching structional environment that seeks to align structional environment that seeks to align on student learning.		
					Inter	ventions by Quart	er						
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	professional dev	eceive indepth planning elopment to include process for 6, data analysis and student data	Q2 Goal:		al and formal assessment data needs of students while working sequence	Q3 Goal:	Student assestudents are	essment data will indicate that meeting assessment standard	55% of all ds		Student assessment data will indicate that 65% of all students are meeting assessment standards		
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3)	unpacking TEKS Teachers will pai by CCF to ensur of the TEKS Teachers will imp conference with goals Campus instruct	elve training in: Eduphoria, s, student data folders tticipate in weekly planning guided in instruction is at the level of rigor element student data folders and students to set personal learning onal leaders will observe and eaback to teachers regarding ction	1) 2) 3) 4)	level data and individual stu Teachers will work with CCI intervention lessons. Teachers will conference wi on student individual goals. Campus instructional leade instruction and student achi		2 3	SE. Teache reteach or in Teachers will progress on Campus inst	in participate in totale meetings it and individual student master six will work with CCF to design tenzentine lassons. I conference with students to student individual goals uncertainty and the properties of	evaluate the quality d provide	2)	Traceries will pariocipate in clear interiors of analyze SE level data and individual student mastery of the SE. Teachers will wark with CET to design review, reteach. Teachers will conference with students to evaluate progress on student individual goals. Campus instructional leaders will monitor the quality of instruction and student achievement and provide timely feedback and sunnort as evidenced by data to		
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Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		
Are you on track to meet the annual goal?	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		
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Responses to these questions have been from the Contact-	Education :	Service Center (ESC) Number:	District Na	District Name: Campus Number: Campus Name:							
Intervention Information Tab		Region 18	068	1901	Ector Count	y ISD		068901132	G.E. Budo	dy West Elementary School	
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Critical Success Fact ESEA Turnaround Prin Major Systen	nciples (TPs)	CSF 2-Qua CSF 3-Lear CSF 4-Incr CSF 5-Far CSF 6-Sch	lity Data to Drive Instruction dership Effectiveness/ESEA eased Learning Time/ESEA	VESEA TP: L A TP: Provide TP: Redesig t/ESEA TP: (ove School E	ned School Calendar Dingoing Family and Community Engagement nvironment	How will addressing this impact the index/indic		instruction in all of the grad essence statements and th TEKS alignment, the state appropriate instruction and plans will provide the instru or planning practices throug Implementing a planning ar	e level TEKS e state assess assessment, a levels of instri ctional leaders ghout the year nd data monito	and at the level of rigor and a sments. Providing teachers and a process for effective pi uction. Monitoring instructio s with the data they need to p r. West is a new campus wit	indicate that students did not receive specificity as determined by the TEKS, with a deep understanding of the TEKS, amining will result in students receiving in through; adia, and lesson rovide feedback and to modify instruction heraly teachers new to teaching, structional environment that seeks to align ction on student learning.
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Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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Provide information as to long on your success, or lack of the 2016-2017 school y	of success, will in	d elements and their impact nform/influence your planning	<enter text=""></enter>								
Proble	em Statement 3:	45% of West students met standa	ard on reading STAAR			Annual Goal:	65% of West	students will meet standard	on the readin	g STAAR assessment	
	Root Cause 3:	Teachers were not aware that ins	truction was not aligned to th	e TEKS and	Figure 19	Strategy:	Teachers will	participate in data driven, gu	uided planning	g and modeling	
	Index Number:	□ Not Applicable				dent Progress	Index 3	: Closing Achievement (Gaps	■ Index 4	: Postsecondary Readiness
			emic Performance / ESEA T	_						and state assessment data i	ndicate that students did not receive

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Part						Silient Summary	and improved	ient Fi	IIISUUCUON III			
Part					-		How will addressing this	root cause	TEKS alignn	nent, the state assessment, a	and a process for effective p	planning will result in students receiving
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10 10 10 10 10 10 10 10	Major Syster	ns	,,			nmunity Engagement			Implementing	g a planning and data monito	oring process will create an in	nstructional environment that seeks to align
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Mary of the first of the curbon of the cur	4)	provide timely fee	edback to teachers regarding	 ensure students are meeting grade level expectations for 			4)	data to ensur	re students an	e meeting grade level	4)	iStation data to ensure students are
Security of Control	What data will be c			What data will		nterventions in Q2?	What data will be				What data was collect	reading levels
Second Content on the Content on t		professional dev	elopment sign-in sheets, agendas,		campus instructional leade	rs will monitor the quality of		data meeting	schedule, stu	dent SE data, individual		campus instructional leaders will monitor
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Active any additional information here. Indeed the annual goal? Ceffet any additional information here. Ceffe	re you on track to meet e annual goal?	Select			Select			Select			Did you meet your annual goal?	Select
Troite the data that apports your did meet your annual goal, to what do you attribute your sackess of this must goal. Enter texts # Your did meet your annual goal, to what do you attribute your lack of success, or lack of success, or lack of success, will information as to how the identified elements and their impact, your success, or lack of success, will information expour planning recess # Problem Statement 4: # Root Cause 4: # Not Applicable # Not Applicable # Not Applicable # Not Applicable # Index 1: Student Achievement # Index 1: Student Achievement # Index 2: Student Progress # Index 3: Closing Achievement Gaps # Index 4: Postsecondary Readiness # Index 4: Postsecondary Readiness # Not Cause 4: # Not Cause 5: The rest texts # Not Cause 6: T	ust be made in order to	<enter addit<="" any="" td=""><td>ional information here></td><td>adjustments must be made in order to meet</td><td><enter additional="" any="" infor<="" td=""><td>mation here></td><td>adjustments must be made in order to meet</td><td><enter a<="" any="" td=""><td>dditional infor</td><td>mation here></td><td><enter additional="" any="" infor<="" td=""><td>mation here></td></enter></td></enter></td></enter></td></enter>	ional information here>	adjustments must be made in order to meet	<enter additional="" any="" infor<="" td=""><td>mation here></td><td>adjustments must be made in order to meet</td><td><enter a<="" any="" td=""><td>dditional infor</td><td>mation here></td><td><enter additional="" any="" infor<="" td=""><td>mation here></td></enter></td></enter></td></enter>	mation here>	adjustments must be made in order to meet	<enter a<="" any="" td=""><td>dditional infor</td><td>mation here></td><td><enter additional="" any="" infor<="" td=""><td>mation here></td></enter></td></enter>	dditional infor	mation here>	<enter additional="" any="" infor<="" td=""><td>mation here></td></enter>	mation here>
Troide information as to how the identified elements and their impact your grain and goal. Problem Statement 4						End of Year Rep	orting					
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to what do you attribute your lack of success? Composing Monitoring and Interventions Composing Monitoring and Interventions	upports your 4th	<enter text=""></enter>			annual goal	Appropriate Strategy		SEA Turnarou	und	for the selection of	<enter text=""></enter>	
Critical Success Factors (CSFs) Corrected information as to how the identified elements and their impact any own success, or lack of success, will inform/influence your planning and interventions Annual Goal: Annual Goal: Strategy: Enter text> Annual Goal: Center text> Critical Success Factors (CSFs) Correct				to what do you attribute y	our lack of		11011111	9				
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Root Cause 4: Index Number: D Not Applicable D Index 1: Student Achievement D Index 2: Student Progress D Index 3: Closing Achievement Gaps D Index 4: Postsecondary Readiness D CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction Critical Success Factors (CSFs) Critical Success Factors (CSFs) D CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ESEA Turnaround Principles (TPs) Major Systems D CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement Readings Community Engagement/ESEA TP: Ongoing Family and Community Engagement Readings Center text- How will addressing this root cause impact the index/indicator/CSF?	Proble	m Statement 4:					Annual Goal:	Enter texts				
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Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems U CSF 3-Leadership Effectiveness/ESEA TP: Drovide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar How will addressing this root cause impact the index/indicator/CSF? Enter text-			Renter texts		0. 1 1				. 01			
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Major Systems CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement							How will addressing this	root cause	<enter text=""></enter>			
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Responses to these questions have been from the Contact-	from the Contact-						District Name: Cumpus Number: Campus Name: Ector County ISD 068901132 G.E. Buddy West Elementary School					
Intervention Information Tab		Region 18			Assessment S			nont Di	068901132	G.E. Budi	ly West Elementary School	
		□ CSF 7-Teacher Qualit	y/ESEA TP: Ensure Effectiv		Assessment O	ummar y	l lingioven	ilent i	an an			
		- Col 7-Teacher Quality	y/EGEA 11 . Elisure Eliecti	re reactions		Inter	ventions by Quarte	r				
Districts and 1st Yo	Q1 (Aug, Sept, ear IR campuses erventions accom	Oct) are required to provide, aplished for quarter 1 (Q1).		Q2 (No	ov, Dec, Jan)				b, Mar)		Q4	(April, May, June)
Q1 Goal:			Q2 Goal:				Q3 Goal:				Q4 Goal:	
	Q1 Intervention	ns		Q2 In	terventions			Q3 Inter	ventions		C	4 Interventions
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Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
Are you on track to meet the annual goal?	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
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Proble	m Statement 5:						Annual Goal:	<enter text=""></enter>				
	Root Cause 5:	<enter text=""></enter>					Strategy:	<enter text=""></enter>				
	Index Number:	□ Not Applicable	□ Index 1:	Student Ad	chievement a	Index 2: Stu	ident Progress	Index 3	: Closing Ad	chievement Gaps	□ Index 4	: Postsecondary Readiness
Critical Success Fact ESEA Turnaround Prin Major Systen	ciples (TPs)	CSF 2-Quality Data to CSF 3-Leadership Effi CSF 4-Increased Lear CSF 5-Family/Commu CSF 6-School Climate	mic Performance / ESEA T Drive Instruction/ESEA TP: ectiveness/ESEA TP: Provi ming Time/ESEA TP: Rede: unity Engagement/ESEA TP VESEA TP: Improve School y/ESEA TP: Ensure Effectiv	: Use of Data de Strong Les signed School de Congoing Fa	a to Inform Instruction adership of Calendar amily and Community Engager		How will addressing this impact the index/indicate		<enter text=""></enter>			
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Districts and 1st Ye	Q1 (Aug, Sept, ear IR campuses erventions accom	Oct) are required to provide, uplished for quarter 1 (Q1).		Q2 (No	ov, Dec, Jan)			Q3 (Fe	b, Mar)		Q4	(April, May, June)

Responses to these questions have been from the Contact- intervention Information Tab	Education	Service Center (ESC) Number: Region 18	District I		District No Ector Coun			s Number: 901132		Campus Name: dy West Elementary School	
c.vencon injormation Tab		respect to						ro : 1 d£	g.E. Budi	y vesi Derientary SCR001	
				Needs Assess	ment Summary	and improver	nent Plan				
Q1 Goal:	:		Q2 Goal:			Q3 Goal:				Q4 Goal:	
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What data will be o	collected to moni	tor interventions in Q1?	What data will	be collected to monitor in	terventions in Q2?	What data will b	e collected to moni	itor interventions in C	13?	What data was collect	ted to monitor interventions in Q4?
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Districts and 1st Year	Q1 Report	not required to complete the		Q2 Report			Q3 Report				Q4 Report
Districts and 1st real	quarter 1 (Q1) re	not required to complete the port.		az nopon			I ao napan				атпорот
id you meet this uarter'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
rovide the data or vidence that supports leeting or making rogress toward this uarterly goal.	ports ng evidence that supports meeting or making						<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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/hat, if any, adjustments nust be made in order to neet 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?					
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rovide the data that upports your 4th uarter status of this nnual goal.	<enter text=""></enter>		If you <u>did</u> meet your annu what do you attribute you If you <u>did not</u> meet your to what do you attribute y success?	annual goal,	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Inte	Annua CSF/E Trainir	SEA Turnaround	Please provi additional inf for the select Other or for selected eler	ormation ion of iny	<enter text=""></enter>	
rovide information as to n your success, or lack or or the 2016-2017 school y	of success, will in	ed elements and their impact inform/influence your planning	<enter text=""></enter>								
Proble	em Statement 6:					Annual Goal:	<enter text=""></enter>				
	Root Cause 6:	<enter text=""></enter>				Strategy:	<enter text=""></enter>				
	Index Number:	□ Not Applicable	□ Index 1:	Student Achievement	□ Index 2: Stu	ident Progress	Index 3: Clos	sing Achievement G	aps	□ Index 4:	Postsecondary Readiness
		CSF 1-Improve Acade	mic Performance / ESEA T	P: Strengthen the School's	Instruction						
	CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction										
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, 27000			/ESEA TP: Improve School		, 5.5						
CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers											
							er				
Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).							Q3 (Feb, Mar	r)		Q4 i	(April, May, June)
Q1 Goal:										Q4 Goal:	
	Q1 Intervention	ns		Q2 Interventions		Q3 Interventions Q4 Interven				4 Interventions	

Responses to these questions	Education S	ervice Center (ESC) Number:	District	Number:	District I	strict Name: Campus Number: Campus Name:			Campus Name:	l
have been from the Contact- Intervention Information Tab		Region 18	06	3901	Ector Cou	nty ISD	068901132	G.E. Bud	ddy West Elementary School	
				Needs As	sessment Summary	and Improver	ment Plan			
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2)			2)			2))		2)	
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What data will be c	ollected to monit	or interventions in Q1?	What data wil	be collected to m	onitor interventions in Q2?	What data will b	e collected to monitor in	terventions in Q3?	What data was collect	cted to monitor interventions in Q4?
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	l			l	End of Quarter R	eporting				
Dietricte and 1et Year	Q1 Report	ot required to complete the		Q2 Rep	ort		Q3 Report			Q4 Report
Districts and 1st fear	quarter 1 (Q1) rep	ort.		Q2 Nep	or t		Q3 Report			Q4 Report
Did you meet this	Select		Did you meet this	Select		Did you meet this	Select		Did you meet this	Select
quarter's goal?			quarter's goal?			quarter's goal?			quarter's goal?	
			Provide the data or			Provide the data or			Provide the data or	
Provide the data or evidence that supports	<enter text=""></enter>		evidence that supports meeting or making	<enter text=""></enter>		evidence that supports meeting or making	<enter text=""></enter>		evidence that supports meeting or making	<enter text=""></enter>
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quartority gouin			, , , , , ,			,			, ,	
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	F-4	and information bear	What, if any, adjustments must be	C-tdisi	ad information bear	What, if any, adjustments must be	Catanana additional info		<enter additional="" any="" infor<="" td=""><td></td></enter>	
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					End of Year Re	porting				
					Data Analysis Process	-	fic) Interventions			
			If you <u>did</u> meet your ann	ual goal, to	□ Data Quality	□ Annua	I Goals			
Provide the data that supports your 4th	F-1-1-1		what do you attribute yo	ur success?	Appropriate Strategy	□ CSF/E	SEA Turnaround	Please provide additional information for the selection of	<enter text=""></enter>	
quarter status of this annual goal.	<enter text=""></enter>		If you did not meet your to what do you attribute	annual goal, your lack of	□ Identification of Root Cause	□ Trainin	ng	Other or for any selected elements.	CERTIFICATION OF THE PROPERTY	
			success?		Quarterly Planning Process	Other				
					 Ongoing Monitoring and Int 	erventions				
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on your success, or lack of for the 2016-2017 school y	of success, will in ear.	form/influence your planning	<enter text=""></enter>							
Proble	em Statement 7:					Annual Goal:	<enter text=""></enter>			
	Root Cause 7:					Strategy:	<enter text=""></enter>			
	Index Number:	□ Not Applicable	□ Index 1	: Student Achiev	ement Index 2: St	udent Progress	Index 3: Closing A	Achievement Gaps	□ Index 4	: Postsecondary Readiness
			emic Performance / ESEA			I				
			o Drive Instruction/ESEA TR							
Critical Success Fact	tors (CSFs)		fectiveness/ESEA TP: Prov							
ESEA Turnaround Prin			rning Time/ESEA TP: Rede	-		How will addressing thi impact the index/indic	s root cause <enter td="" text<=""><td>></td><td></td><td></td></enter>	>		
Major Syster					and Community Engagement	impact the index/indic	cator/CSF?			
		CSF 6-School Climate	e/ESEA TP: Improve School	l Environment						
		CSF 7-Teacher Quali	ity/ESEA TP: Ensure Effect	ve Teachers						
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Biotics and Access	Q1 (Aug, Sept, C	Oct)		00 (N D-	- Inn		02 (Fab. Mar)		0.4	(Ameli Mari Irran)
at a minimum, the in	terventions accom	re required to provide, plished for quarter 1 (Q1).		Q2 (Nov, De	u, Jan)		Q3 (Feb, Mar)		Q4	(April, May, June)
Q1 Goal:			Q2 Goal:			Q3 Goal:			Q4 Goal:	
	Od list			0011			00 lestes			24 lete
	Q1 Intervention	15		Q2 Interve	IIIOIIS		Q3 Interventions			Q4 Interventions
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Responses to these questions	Education -	Service Center (ESC) Number:	District I	District N	ame:	Campus Nur	Campus Name:			
have been from the Contact- Intervention Information Tab		Region 18	068	901	Ector Coun	ity ISD	06890113	12 G.E. But	ldy West Elementary School]
				Needs	Assessment Summary	and Improver	nent Plan			
3)			3)			3)			3)	
4)			4)			4)			4)	
What data will be c	collected to moni	tor interventions in Q1?	What data will	be collected	to monitor interventions in Q2?	What data will b	e collected to monitor i	nterventions in Q3?	What data was collect	ted to monitor interventions in Q4?
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					End of Quarter Re	 eporting				
	Q1 Report									
Districts and 1st Year	IR campuses are r quarter 1 (Q1) re	not required to complete the port.	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	idence that supports enting or making evidence that supports meeting or making enting or making enting or making exidence that supports meeting exidenc					Provide the data or evidence that supports meeting or making	<enter text=""></enter>		Provide the data or evidence that supports meeting or making	<enter text=""></enter>
progress toward this quarterly goal.						progress toward this quarterly goal.			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		Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	n order to <enter additional="" any="" here="" information=""> <enter additional="" any="" here="" information=""> <enter additional="" any="" here="" information=""></enter></enter></enter>			dditional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" in<="" td=""><td>formation here></td><td><enter additional="" any="" inform<="" td=""><td>mation here></td></enter></td></enter>	formation here>	<enter additional="" any="" inform<="" td=""><td>mation here></td></enter>	mation here>	
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					 Data Analysis Process 	□ (Specif	fic) Interventions			
Provide the data that			If you did meet your annu what do you attribute you		Data Quality	■ Annua		Please provide		
supports your 4th quarter status of this	<enter text=""></enter>		If you did not meet your	annual goal,	 Appropriate Strategy Identification of Root Cause 		SEA Turnaround	additional information for the selection of Other or for any	<enter text=""></enter>	
annual goal.			to what do you attribute y success?	our lack of	 Quarterly Planning Process 	□ Other	9	selected elements.		
					 Ongoing Monitoring and Interest 	erventions				
Provide information as to on your success, or lack of for the 2016-2017 school y	of success, will in	d elements and their impact nform/influence your planning	<enter text=""></enter>							
Proble	em Statement 8:					Annual Goal:	<enter text=""></enter>			
	Root Cause 8:	<enter text=""></enter>				Strategy:	<enter text=""></enter>			
	Index Number:	□ Not Applicable	□ Index 1:	Student Ac	chievement Index 2: Stu	ident Progress	Index 3: Closing	Achievement Gaps	□ Index 4	: Postsecondary Readiness
			emic Performance / ESEA T			I				
			Drive Instruction/ESEA TP	-						
Critical Success Fact	tors (CSFs)	□ CSF 3-Leadership Eff	ectiveness/ESEA TP: Provi	de Strong Lea	adership					
ESEA Turnaround Prin	nciples (TPs)		ming Time/ESEA TP: Rede			How will addressing this impact the index/indicate	root cause or/CSF?	t>		
Major Syster	ms				mily and Community Engagement					
			VESEA TP: Improve School							
		2 CSF 7-Teacher Quant	y/ESEA TF. Elisure Ellection	ve reachers	Inter	rventions by Quarte	ar			
Districts and 1st V	Q1 (Aug, Sept,	Oct)		O2 (No	ıv, Dec, Jan)	ventions by quarte	Q3 (Feb, Mar)		04	(April, May, June)
at a minimum, the in	ts and 1st Year IR campuses are required to provide, Q2 (Nov, Dec, Jan) mum, the interventions accomplished for quarter 1 (Q1).				1		·			
Q1 Goal:	Q1 Goal: Q2 Goal:				Q3 Goal:			Q4 Goal:		
Q1 Interventions Q2 Interventi		terventions		Q3 Interventions		(Q4 Interventions			
1)	1)1			1)			1)			
2)	2)			2)			2)			
3)				3)			3)			
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 b	e collected to monitor i	nterventions in Q3?	What data was collect	ted to monitor interventions in Q4?

Responses to these questions have been from the Contact- Intervention Information Tab	Service Center (ESC) Number: Region 18	District 068	Number:	District No.		Campus Number: 068901132		Campus Name:	
			Needs Assess	sment Summary	and Improver				
1)		1)			1)			1)	
3)		3)			3)			3)	
				End of Quarter Re	eporting				
Q1 Report Districts and 1st Year IR campuses are a quarter 1 (Q1) re	not required to complete the port.		Q2 Report			Q3 Report			Q4 Report
Did you meet this quarter's goal?		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.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	Select		Are you on track 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?	made in order to eannual goal? Enter any additional information hereadae in order to meet the annual goal?				What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" inform<="" td=""><td>nation here></td><td><enter additional="" any="" inform<="" td=""><td>nation here></td></enter></td></enter>	nation here>	<enter additional="" any="" inform<="" td=""><td>nation here></td></enter>	nation here>
	End of Yes					****		1	
Provide the data that supports your 4th quarter status of this annual goal.	covide the data that apports your 4th supports your 4th surface status of this inual 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?				□ Annual □ CSF/E □ Trainin	SEA Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	
Provide information as to how the identific on your success, or lack of success, will in for the 2016-2017 school year.	d elements and their impact nform/influence your planning	<enter text=""></enter>							
Problem Statement 9:					Annual Goal:	<enter text=""></enter>			
Root Cause 9:	«Enter text»				Strategy:	<enter text=""></enter>			
Index Number: Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	CSF 2-Quality Data to CSF 3-Leadership Eff CSF 4-Increased Lea CSF 5-Family/Commit CSF 6-School Climate	emic Performance / ESEA To Drive Instruction/ESEA TP: ectiveness/ESEA TP: Provining Time/ESEA TP: Rede	signed School Calendar P: Ongoing Family and Com	s Instruction truction nmunity Engagement	dent Progress a	root cause <enter text=""></enter>	nievement Gaps	□ Index 4	: Postsecondary Readiness
Q1 (Aug, Sept,	Oct)			inter	ventions by Quarte				
Districts and 1st Year IR campuses at a minimum, the interventions accon	ad 1st Year IR campuses are required to provide, the interventions accomplished for quarter 1 (Q1).					Q3 (Feb, Mar)		Q4	(April, May, June)
Q1 Goal:		Q2 Goal:			Q3 Goal:			Q4 Goal:	
2) 3) 4)	ns	1) 2) 3) 4)	Q2 Interventions		1) 2) 3) 4)	Q3 Interventions		1)	14 Interventions
What data will be collected to monitor interventions in Q1? What data will be collected to monitor into the property of the p				nterventions in Q2?	What data will be	e collected to monitor inte	rventions in Q3?	What data was collect	ted to monitor interventions in Q4?

Responses to these questions have been from the Contact-	Education	in Service Center (ESC) Number: District Number:				District Name: Campus Number:			Campus Name:	
Intervention Information Tab		Region 18	068	901	Ector Coun	ity ISD	068901132	G.i	E. Buddy West Elementary School	
			I	Needs Assess	ment Summary	and Improven	nent Plan			
3)			3)			3)			3)	
4)			4)			4)			4)	
					End of Quarter Re	eporting				
Districts and 1st Year I	Q1 Report R campuses are r quarter 1 (Q1) re	not required to complete the port.		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=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	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 additi<="" any="" td=""><td>onal information here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" inform<="" td=""><td>nation here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" info<="" td=""><td>rmation here></td><td><enter additional="" any="" infor<="" td=""><td>nation here></td></enter></td></enter></td></enter></td></enter>	onal information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" inform<="" td=""><td>nation here></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" info<="" td=""><td>rmation here></td><td><enter additional="" any="" infor<="" td=""><td>nation here></td></enter></td></enter></td></enter>	nation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" info<="" td=""><td>rmation here></td><td><enter additional="" any="" infor<="" td=""><td>nation here></td></enter></td></enter>	rmation here>	<enter additional="" any="" infor<="" td=""><td>nation here></td></enter>	nation here>
					End of Year Rep	orting			:	
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you <u>did</u> meet your annu what do you attribute you If you <u>did not</u> meet your to what do you attribute y success?	annual goal,	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Inte	Annual CSF/E Trainin Other	SEA Turnaround	Please provide additional informat for the selection of Other or for any selected elements.	cEnter text>	
	of success, will in	d elements and their impact nform/influence your planning	<enter text=""></enter>							
Problem	n Statement 10:					Annual Goal:	<enter text=""></enter>			
-	Root Cause 10:	≺Enter text>				Strategy:	<enter text=""></enter>			
	Index Number:	□ Not Applicable	Index 1:	Student Achievement	□ Index 2: Stu	ident Progress	Index 3: Closing A	chievement Gaps	□ Index 4	: Postsecondary Readiness
Critical Success Fact ESEA Turnaround Prin Major Systen	ciples (TPs)	CSF 2-Quality Data to CSF 3-Leadership Effi CSF 4-Increased Lear CSF 5-Family/Commu	mic Performance / ESEA T Drive Instruction/ESEA TP activeness/ESEA TP: Provi- ning Time/ESEA TP: Redes mitly Engagement/ESEA TP VESEA TP: Improve School y/ESEA TP: Ensure Effectin	: Use of Data to Inform Inst de Strong Leadership signed School Calendar : Ongoing Family and Com Environment	ruction	How will addressing this impact the index/indicate	root cause <enter td="" texts<=""><td></td><td></td><td></td></enter>			
					Inter	rventions by Quarte	r			
Districts and 1st Y at a minimum, the int	Q1 (Aug, Sept, ear IR campuses terventions accom	Oct) are required to provide, uplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)			Q3 (Feb, Mar)		Q4	(April, May, June)
Q1 Goal:			Q2 Goal:			Q3 Goal:			Q4 Goal:	
	Q1 Intervention	ns		Q2 Interventions			Q3 Interventions			24 Interventions
1)			1)			1)			1)	
2)			2)			2)			2)	
3)			3)			3)			3)	
4)			4)			4)			4]	
What data will be co	ollected to moni	tor interventions in Q1?	What data will	be collected to monitor in	terventions in Q2?	What data will be	e collected to monitor in	terventions in Q3?	What data was collect	ted to monitor interventions in Q4?
1)			1)			1)			1)	
2)			2)			2)			2)	
3)			3)			3)			3)	
4)			4)		End of Quarter Re	eporting 4)			4)	

have been from the Contact- Intervention Information Tab	Region 18	068	3901	Ector County ISD 068901132 G			G.E. Bud	dy West Elementary School	1
		ı.	Needs Assess	ment Summary	and Improver	nent Plan	,		_
Districts and 1st Year	Q1 Report 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
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select		Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" inform<="" th=""><th>nation here></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" informati<="" th=""><th>on here></th><th><enter additional="" any="" infor<="" th=""><th>mation here></th></enter></th></enter></th></enter>	nation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" informati<="" th=""><th>on here></th><th><enter additional="" any="" infor<="" th=""><th>mation here></th></enter></th></enter>	on here>	<enter additional="" any="" infor<="" th=""><th>mation here></th></enter>	mation here>
				End of Year Rep	porting				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>	If you did meet your ann what do you attribute yo If you did not meet your to what do you attribute success?	ur success?	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Inte	Annua CSF/E Trainin Other	Ple SEA Turnaround ad for g Ott	ease provide ditional information r the selection of her or for any lected elements.	<enter text=""></enter>	
	how the identified elements and their impact of success, will inform/influence your planning rear.	<enter text=""></enter>							

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=""></enter>
I	What plans are in place to sustain these strategies, processes, and/or systems?	<enter text=""></enter>