

<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	068901	Ector County ISD	00000000	Blackshear Magnet Elementary

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 50% mastery, economically disadvantaged 48%, African Americans 49%, and the Hispanic students 48%.	is occurring because of Root Cause #1	Root Cause 1:	Reading lesson plans and walkthroughs do not reflect effective Tier 1 instruction.
	PS 2:	On the 2015/16 STAAR test all students in math scored 52% mastery, economically disadvantaged 48%, African Americans 39%, and the Hispanic students 52%.	is occurring because of Root Cause #2	Root Cause 2:	Math lesson plans and walkthroughs do not reflect effective Tier 1 instruction.
	PS 3:	On the 2015/16 STAAR test all grade 4 students in writing scored 53% mastery, economically disadvantaged 56%, and the Hispanic students 49%.	is occurring because of Root Cause #3	Root Cause 3:	Writing lesson plans and walkthroughs do not reflect effective Tier 1 instruction in grades K-4
	PS 4:	On the 2015/16 STAAR test all grade 5 students in science scored 48% mastery, economically disadvantaged 44%, and the Hispanic students 48%.	is occurring because of Root Cause #4	Root Cause 4:	Science lesson plans and walkthroughs do not reflect effective Tier 1 instruction in grades K-5
	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 the review.

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

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

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Needs Assessment Summary and Improvement Plan

Problem Statement 1:	On the 2015/16 STAAR test all students in reading scored 50% mastery, economically disadvantaged 48%, African Americans 49%, and the Hispanic students 48%.	Annual Goal:	On the 2016/17 STAAR test in the area of reading 65% of all students and the student subgroups (Economically disadvantaged, African American, and Hispanic) will achieve mastery.
Root Cause 1:	Reading lesson plans and walkthroughs do not reflect effective Tier 1 instruction.	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 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?	Blackshear will increase student performance in the area of reading for all students and student subgroups with a focus on teacher planning, instructional improvement and focused attention to 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 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% of 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 LEP and Special Education 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 LEP and Special Education student progress will be a focus.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	New lesson plan format	1)	Weekly review of lesson plans by campus leadership	1)	Focused TEKS and instruction for individual students during RTI and tutoring time	1)	Review STAAR reading results
2)	Kagan will complete days 1-4 training for all grades	2)	PLCs focused on student instructional progress	2)	Review of reading data from the released STAAR during the PLC meetings	2)	Analyze iStation data
3)	Professional Development with all teachers concerning lesson planning	3)	Walk throughs by campus leadership, PSP, and DCSI	3)	Walk throughs by campus leadership, PSP, and DCSI focusing on student intervention	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)	STAAR data
2)	Sign-in sheets for Kagan training	2)	Minutes of PLC meetings	2)	PLC minutes	2)	iStation Data

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3)	Sign-in sheets for lesson planning professional development	3)	Walk through forms	3)	Walk throughs	3)	Stride Data
4)	Sign-in sheets for T-TESS training attendance	4)	Evaluations 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>	<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	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 2017-2018 school year.	<Enter text>
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Problem Statement 2:	On the 2015/16 STAAR test all students in math scored 52% mastery, economically disadvantaged 48%, African Americans 39%, and the Hispanic students 52%.	Annual Goal:	On the 2016/17 STAAR test in the area of math 65% of all students and the student subgroups (Economically disadvantaged, African American, and Hispanic) will achieve mastery.
Root Cause 2:	Math lesson plans and walkthroughs do not reflect effective Tier 1 instruction.	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.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		

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Needs Assessment Summary and Improvement Plan

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <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?	Blackshear will increase student performance in the area of math for all students and student subgroups with a focus on teacher planning, instructional improvement and focused attention to the TEKS.
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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, 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% of teachers will demonstrate the implementation of higher level math 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 math test. Increased monitoring of LEP and Special Education student progress will be a focus.	Q4 Goal:	By mid-June, campus leadership will review multiple data sources to determine the effectiveness of math interventions to aid planning for 2017-18 school year. Increased monitoring of LEP and Special Education student progress will be a focus.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	New lesson plan format	1)	Weekly review of lesson plans by campus leadership	1)	Focused math TEKS and instruction for individual students during RTI and tutoring time	1)	Review STAAR math results
2)	Kagan will complete days 1-4 training for all grades	2)	PLCs focused on student instructional progress in math	2)	Review of math data from the released STAAR during the PLC meetings	2)	Analyze iStation data
3)	Professional Development with all teachers concerning lesson planning	3)	Walk throughs by campus leadership, PSP, and DCSI focused on math instruction	3)	Walk throughs by campus leadership, PSP, and DCSI focusing on student intervention in the area of math instruction	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)	STAAR data
2)	Sign-in sheets for Kagan training	2)	Minutes of PLC meetings	2)	PLC minutes	2)	iStation Data
3)	Sign-in sheets for lesson planning professional development	3)	Walk through forms	3)	Walk Throughs	3)	Stride Data
4)	Sign-in sheets for T-TESS training attendance	4)	Evaluations 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	

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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>	<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 3:	On the 2015/16 STAAR test all grade 4 students in writing scored 53% mastery, economically disadvantaged 56%, and the Hispanic students 49%.	Annual Goal:	On the 2016/17 STAAR test in the area of writing 65% of all students and the student subgroups (Economically disadvantaged, and Hispanic) will achieve mastery.
Root Cause 3:	Writing lesson plans and walkthroughs do not reflect effective Tier 1 instruction in grades K-4	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 grades K-4
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input 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 type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment	How will addressing this root cause impact the index/indicator/CSF?	Blackshear will increase student performance in the area of writing for all students and student subgroups with a focus on teacher planning, instructional improvement and focused attention to the TEKS.

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<input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers
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Interventions by Quarter

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Q1 Goal: By the end of quarter 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% of teachers will demonstrate the implementation of higher level writing 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 writing test. Increased monitoring of LEP and Special Education student progress will be a focus.	Q4 Goal: By mid-June, campus leadership will review multiple data sources to determine the effectiveness of writing interventions to aid planning for 2017-18 school year. Increased monitoring of LEP and Special Education student progress will be a focus.
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Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
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<ol style="list-style-type: none"> 1) New lesson plan format 2) Kagan will complete days 1-4 training for all grades 3) Professional Development with all teachers concerning lesson planning 4) T-TESS training and goal setting for all staff will be completed 	<ol style="list-style-type: none"> 1) Weekly review of lesson plans by campus leadership 2) PLCs focused on student instructional progress in writing and implementation of Writer's Benchmark 3) Walk throughs by campus leadership, PSP, and DCSI focused on writing instruction 4) T-TESS evaluations and conferences 	<ol style="list-style-type: none"> 1) Focused writing TEKS and instruction for individual students during RTI and tutoring time 2) Review of writing data from the released STAAR and writing samples during the PLC meetings 3) Walk throughs by campus leadership, PSP, and DCSI focusing on student intervention in the area of revising and editing focused instruction 4) Review of lesson plans including targeted instruction for individual students 	<ol style="list-style-type: none"> 1) Review writing STAAR results 2) Review of unit assessments 3) 4)
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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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<ol style="list-style-type: none"> 1) Review of lesson plan format by campus leadership 2) Sign-in sheets for Kagan training 3) Sign-in sheets for lesson planning professional development 4) Sign-in sheets for T-TESS training attendance 	<ol style="list-style-type: none"> 1) Check list of lessons reviewed by campus leadership 2) Minutes of PLC meetings 3) Walk through forms 4) Evaluations completed 	<ol style="list-style-type: none"> 1) Walk through observations focusing on RTI and tutoring time. 2) PLC minutes 3) Walk through observation forms 4) Check list of lesson plans reviewed for targeted instruction. 	<ol style="list-style-type: none"> 1) STAAR Results 2) Unit Assessments 3) 4)
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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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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>

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

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Problem Statement 4: On the 2015/16 STAAR test all grade 5 students in science scored 48% mastery, economically disadvantaged 44%, and the Hispanic students 48%.	Annual Goal: On the 2016/17 STAAR test in the area of science 65% of all students and the student subgroups (Economically disadvantaged and Hispanic) will achieve mastery.
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Root Cause 4: Science lesson plans and walkthroughs do not reflect effective Tier 1 instruction in grades K-5	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.
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Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? Blackshear will increase student performance in the area of science for all students and student subgroups with a focus on teacher planning, instructional improvement and focused attention to the TEKS.
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Interventions by Quarter

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

Q1 Goal:	By the end of quarter 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 science 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 science test. Increased monitoring of LEP and Special Education student progress will be a focus.	Q4 Goal:	By mid-June, campus leadership will review multiple data sources to determine the effectiveness of science interventions to aid planning for 2017-18 school year. Increased monitoring of LEP and Special Education student progress will be a focus.
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Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	New lesson plan format	1)	Weekly review of lesson plans by campus leadership	1)	Focused math TEKS and instruction for individual students during RTI and tutoring time	1)	Review STAAR math results
2)	Kagan will complete days 1-4 training for all grades	2)	PLCs focused on student instructional progress in science and implementation of StemScopes	2)	Review of science data from the released STAAR during the PLC meetings	2)	Review unit assessments
3)	Professional Development with all teachers concerning lesson planning	3)	Walk throughs by campus leadership, PSP, and DCSI focused on science instruction	3)	Walk throughs by campus leadership, PSP, and DCSI focusing on student intervention in the area of science instruction	3)	
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)	

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)	STAAR data
2)	Sign-in sheets for Kagan training	2)	Minutes of PLC meetings	2)	PLC minutes	2)	Unit Assessments
3)	Sign-in sheets for lesson planning professional development	3)	Walk through forms	3)	Walk through observation forms	3)	
4)	Sign-in sheets for T-TESS training attendance	4)	Evaluations completed	4)	Check list of lesson plans reviewed for targeted instruction	4)	

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>	<Enter any additional information here>

<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	068901	Ector County ISD	00000000	Blackshear Magnet Elementary

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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"/> (Specific) Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
			<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"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other		

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>
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Problem Statement 5:		Annual Goal:	<Enter text>
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Root Cause 5:	<Enter text>	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)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	

<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	068901	Ector County ISD	00000000	Blackshear Magnet Elementary

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?
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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 <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>
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<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	068901	Ector County ISD	00000000	Blackshear Magnet Elementary

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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. <Enter text>

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

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

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

Q1 (Aug, Sept, Oct) <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)	

<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	068901	Ector County ISD	00000000	Blackshear Magnet Elementary

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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?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Problem Statement 7:		Annual Goal:	<Enter text>
Root Cause 7:	<Enter text>	Strategy:	<Enter text>
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		

<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:
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<p>Critical Success Factors (CSFs)</p> <p>ESEA Turnaround Principles (TPs)</p> <p>Major Systems</p>	<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	<p>How will addressing this root cause impact the index/indicator/CSF?</p>	<p><Enter text></p>
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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:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <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

<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:
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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 <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"/> (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>
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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.	<Enter text>
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Problem Statement 8:		Annual Goal:	<Enter text>
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Root Cause 8:		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

<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	068901	Ector County ISD	00000000	Blackshear Magnet Elementary

Needs Assessment Summary and Improvement Plan

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

End of Quarter Reporting

Q1 Report <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

<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:
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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>	<Enter any additional information here>
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End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Problem Statement 9:		Annual Goal:	<Enter text>
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Root Cause 9:		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)	
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	068901	Ector County ISD	00000000	Blackshear Magnet Elementary

Needs Assessment Summary and Improvement Plan

1)		1)		1)		1)	
	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)		
3)		3)		3)		3)	
4)		4)		4)		4)	

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>	<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	<input type="checkbox"/> Data Analysis Process	<input type="checkbox"/> (Specific) Interventions	Please provide additional information for the selection of Other or for any selected elements	<Enter text>
			<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		

<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	068901	Ector County ISD	00000000	Blackshear Magnet Elementary

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		lack of success?	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions		
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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.

<Enter text>

Problem Statement 10:		Annual Goal:	<Enter text>
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Root Cause 10:		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)	
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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<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	068901	Ector County ISD	00000000	Blackshear Magnet Elementary

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 <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>	<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>					

FIR Sustainability Questions

<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	068901	Ector County ISD	00000000	Blackshear Magnet Elementary

Needs Assessment Summary and Improvement Plan

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>