LEA Name:	Ector County ISD										
Campus Name:	Blanton Elementary										
		Needs Assessme	nt Summary and	Improvemen	it 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: Data root data Step 4: 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. Out of 148 Hispanic students who tested in math, 49% met progress with Lack of identifying targeted students and providing specific RTI to meet the student needs.										
	PS 1:	Out of 148 Hispanic students who tested in math, 49% met progress with 13% exceeding progress.	is occurring because of Root Cause #1	Root Cause 1:	Lack of identifying targeted students and providing specific KTT to meet the student needs.						
	PS 2:	Out of 65 white studens who tested in math, 45% met progress with 5% exceeding progress.	is occurring because of Root Cause #2	Root Cause 2:	Lack of identifying targeted students and providing specific RTI to meet students' needs. Also, not targeting students who met standards the prior year and providing additional support to keep improvement.						
Problem Statements	PS 3:	Science subgroup Hispanic is a missed Safeguard with a	is occurring because of Root Cause #3	Root Cause 3:	Lack of science taught school wide.						
(PS):	PS 4:	Special Education Reading is a missed safeguard with a 48%.	is occurring because of Root Cause #4	Root Cause 4:	Lack of providing the differentiation strategies within the classroom without an inclusion teacher present.						
Problem statements are carried over from	PS 5:		is occurring because of Root Cause #5	Root Cause 5:							
Section V of the Campus Data Analysis tab OR	PS 6:		is occurring because of Root Cause #6	Root Cause 6:							
Section VI of the District Data Analysis Summary tab.	PS 7:		is occurring because of Root Cause #7	Root Cause 7:							
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:							
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:							
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:							
	your Root Causes so th	nave the greatest impact on the reason(s) for low performance in an index, s	system safeguard, or PBI	M indicator and en	rargeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. To ensure a targeted sure those are your prioritized Root Causes. Causes contact the support specialist assigned to the review.						
		*** Important Notice! Improvement Required	(IR) districts/campuse	es must comple	te 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.

LEA Name	Ector County ISD										
Campus Name	: Blanton Elementary										
				Needs Assessment Summary and	Improvemer	nt Plan					
Root (Cause 1:	Lack of identifying targe	ted students and providing s	pecific RTI to meet the student needs.							
		☐ Not Applicable					?				
		☐ Index 1: Student Ad	chievement			Annual	Goal:	Improving Hispanic subgroup from 49% t	n 49% to 70%.		
Index Number: ☐ Index 2: Student F		☑ Index 2: Student Pr	c2: Student Progress				(Ongoing ich amhaddad professional days	Jonmont torgeting on	poific math instructional strategies to include TEVS	
		□ Index 3: Closing Achievement Gaps				Strate	gy:	Ongoing job embedded professional development targeting specific math instructional strategies to include TEKS Target math, math fluency, math problem solving strategies, guided math strategies training and coaching from the			
		☐ Index 4: Postsecon	dary Readiness					campus CCF. The district math coordinator will meet every 9 weeks with grade levels to help plan with Scope and Sequence and develop highly rigorous lessons.			
☑ CSF 1-Improve Acad Instruction			ademic Performance/ESE	A TP: Strengthen the School's	_		()				
		☑ CSF 2-Quality Data	a to Drive Instruction/ESEA	TP: Use of Data to Inform Instruction							
Critical Succes	s Factors (CSFs)/	☐ CSF 3-Leadership	Effectiveness/ESEA TP: F	Provide Strong Leadership							
ESEA Turnaroun	d Principles (TPs)/	☑ CSF 4-Increased L	earning Time/ESEA TP: R	edesigned School Calendar		How will addressing impact the index/				essional development. The development will and III.	
Major	Systems	CSF 5-Family/Com	nmunity Engagement/ESE	A TP: Ongoing Family and Community					3		
□ CSF 6-School Cli		CSF 6-School Clim	nate/ESEA TP: Improve So	chool Environment							
☐ CSF 7-Teacher Quality/ESE			ality/ESEA TP: Ensure Eff	ective Teachers							
				In	nterventions	by Quarter					
Q1 (Aug, Sept, Oct)				Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)				Q4 (May, June, July)		
?	Packers will be become familiar with math data and disagregation of present STAAR		7	Blanton administration will continue to assist teach areas of need as indicated by walkthrough data ar	ners in identified	?	Blanton administra	tion will continue to assist teachers in need as indicated by walkthrough data and	(?)	Blanton administration will continue to assist teachers in identified areas of need as indicated by	
	math improving Hispa	anic math scores from		Increase Hispanic met standard by 5% from first \$		SBA data. Increase	e Hispanic met standard by 5% from first		walkthrough data and SBA data. Blanton will ensure		
	49% to 55%. Teachers weekly for 45 minutes in						SBA.			that no fewer than 70% of Hispanic students meet the performance standard.	
Q1 Goal:	progress of math scores	n order to track	Q2 Goal:			Q3 Goal:			Q4 Goal:	the performance standard.	
	Interventions:			Interventions:			Interve	ntions:		Interventions:	
	Work with district math			Continue to work with the district math coordinator		Continue to work with the district math coordinator to de				Teachers will compare the scores from the past	
	math plans for 6-9 week focused on new math T		esson planning , pacing format, within Math PLC's to develop targeted math plans. will reflect readiness and supporting standards.			to Blanton over 2 v		s. The district math coordinator will come weeks to help with the planning process.		benchmarks and unit assessments . Areas of continued concern will be addressed and a plan of	
	workstations, and intera					She will also help design targeted math assessments.			1)	action put into place for the following year.	
If this is your first	Analyze STAAR data ar			Teachers will compare the scores of the Hispanic			Teachers will compare the sco			Use iNova data and STAAR 2015 to guide	
submission	TEKS and provide targe and analyze small math		-	the campus average using SBA, unit assessments to target areas of great need to identify and plan for	s, DBA, and CBA or intervention	Growth and decreases will be discussed in relation to to to standard and instruction, and interventions will be mon for student groups.		ases will be discussed in relation to the action, and interventions will be monitored		teachers in writing IPI's for students, so intervention can start quickly the following year.	
(October 31st) of the 2014-2015	according to district sco		2)	Parents will contacted to nelp with students on an	intervention plan				2)	sam start quistly the renewing year.	
targeted				(IPI). Students will be encouraged to stay after so	chool or before						
improvement plan,	Use Lead4Ward math r			school in order to recieved tutoring. Use Lead4Ward math resources in PLC for ongoi	ing professional	Use Lead4Ward math resources in PLC for ongoing					
the quarter 1 (Q1)	ongoing professional de walk throughs to observ		3)	development. Conduct walk throughs to observe le the learned professional development.	esson reflecting	professional development. Conduct walk throughs to ol			3)		
goal section is not required to be	learned professional de	velopment.	3)			3)	Teachers needing	assistance with implementing Lead4ward	3)		
completed.								with the campus CCF.			
				Teachers will identify students who continue to st iNova to help target intervention.	tuggle and use		Teachers will ident use iNova to help t	ify students who continue to struggle and arget intervention.			
			4)	and to holp larger morrormon.		4)	accurate noile	argot mortomorn	4)		
What data will be collected to monitor interventions?		What o	data will be collected to monitor interventions?		What da	ta will be collected	to monitor interventions?	What data	was collected to monitor interventions?		
	Lesson plans that includ		4)	Lesson plans that reflect readiness and supporting	g standards.	4)	Lesson plans that r	reflect targeted instruction.	1)	Unit Assessments and STAAR data.	
) Walk through data and i		1)	CDA CDA DDA deta Intercretion		1)	ODA ODA 22	Note leteronting along and an	1)	News data CTAAD data and IDI Dina	
2	,		2)	CBA, SBA, or DBA data. Intervention plans and p monitoriong data for identified students.		2)	monitoring data for		2)	iNova data, STAAR data, and IPI Plans.	
3	Documentation of strate walk-through data, and		3)	Documentation of strategies taught in PLCs, walk- and assessment data.	-through data,	3)	Documentation of data, and assessm	strategies taught in PLCs, walk-through ent data.	3)		
4)		4)	iNova data.		4)	iNova targeted inte	ervention.	4)		

LEA Name:	LEA Name: Ector County ISD									
Campus Name:	Campus Name: Blanton Elementary									
Needs Assessment Summary and Improvement Plan										
End of Quarter Reporting										
Q1 Report If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.			Q2 Repoi	Q2 Report		Q3 Report		Q4 Report		
Are you on track to meet the annual goal?	No		Are you on track to meet the annual goal?	No		Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	
Describe the data or evidence used to determine if the goal will or won't be met.	won't be met. me goal will or math groups. Uppe and make changes		math groups. Upper grade	Il continue to implement math work stations and guided s. Upper grade levels will evaluate their rotation schedules nanges. Teachers have taken iNova mentoring data and ents track their prooress.			Describe the data or evidence used to determine if the goal will or won't be met.			
What, if any, adjustments must be made in order to meet the annual goal?	We will continue to work with Lead4ward documents in PLCs. We will analyze CBA and unit assessment data to target students' must be made in order to intervention groups. We will continue discussed in PL di		discussed in PLC. We will	/e will continue to progress measure students and pull data to be scussed in PLC. We will ultilize unit assessments and a campus wide to sessessment built by teacher and district math coordinator.			What, if any, adjustments must be made in order to meet the annual goal?			
					End of Year I	Reporting				
Did you meet your annual goal?	Select	If YES, to what do you attribute your success?		□ Data Quality □ Appropriate Strategy □ Identification of Need/Root Cause Chosen		☐ Origoing Monitoring of Interventions		<lf additional="" are="" explain<br="" explanation="" factors="" needed,="" or="" other="" please="" there="">here></lf>		

LEA Name:	: Ector County ISD										
Campus Name:	: Blanton Elementary										
				Needs Assessment Summary and							
Root C	Cause 2:	Lack of identifying targe	ted students and providing s	pecific RTI to meet students' needs. Also, not targeting	g students who met	standards the prior year a	nd providing additona	al support to keep improvement.			
		☐ Not Applicable					?)			
		☐ Index 1: Student Ad	chievement			Annual	Goal:	Math White subgroup was at 45% in 2014	. Target is to move to	70% on 2015 STAAR.	
Index I	Number:	☑ Index 2: Student Pr	rogress					\ <u></u>			
☐ Index 3: Closing		☐ Index 3: Closing Ac	: Closing Achievement Gaps			Strate	av:	Target math, math fluency, math problem	solving strategies, gu	ecific math instructional strategies to include TEKS ided math strategies training and coaching from the	
☐ Index 4: Postsec		☐ Index 4: Postsecon	dex 4: Postsecondary Readiness				. ,	campus CCF. The district math coordinator will meet every 9 weeks with grade levels to help plan with Scope and Sequence and develop highly rigorous lessons.			
	CSF 1-Improve Academic Performance/ESEA ☐ Instruction			A TP: Strengthen the School's			?				
		☑ CSF 2-Quality Data	a to Drive Instruction/ESEA	TP: Use of Data to Inform Instruction							
Critical Success	s Factors (CSFs)/	CSF 3-Leadership	Effectiveness/ESEA TP: P	Provide Strong Leadership							
	d Principles (TPs)/	l"	-	ledesigned School Calendar		How will addressing impact the index/				essional development. The development will d from that pull intervention groups for Tier II and III.	
Major S	Major Systems CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family a Engagement										
CSF 6-School Clima		ate/ESEA TP: Improve So									
		CSF 7-Teacher Qu	ality/ESEA TP: Ensure Eff								
	0.1/2 0 .1.0.0		1		nterventions	by Quarter					
Q1 (Aug, Sept, Oct) (?) Teachers will become familiar with 2014 (?) Teach			Q2 (Nov, Dec, Jan) Teachers will use current SBA and unit assessme	nt data to torget			Mar, Apr) nue to measure progress of RTI and Tier I		Q4 (May, June, July) Teachers will compare STAAR data with RTI		
		ing scores from 45% to groups of students to		groups of students that need Tier 1, Tier 2 or Tier Improving scores by 5%.			students assuring that goals are being met and improvement being gained by 5%.		· ·	readies will compare 31 AAR data will RTI student list to see if students met the 70% in math and Tier I students moved to phase III.	
Q1 Goal:			Q2 Goal:			Q3 Goal:			Q4 Goal:		
	Interventions:	h Caradiantanta hala		Interventions:		Interventions: Work with District Math Coordinator to help align instruction				Interventions:	
	Work with District Mat align instruction with Sequence and gain a b the new Ma	District Scope and Detter understanding of	1)	Work with District Math Coordinator to help align instruction with District Scope and Sequence and discuss intervention material for RTI students. Presently Blanton has an estimate of 10-12% of the current students (K-6th) grade being serviced on an RTI program.		1)	with District Scope and Sequence. Continue to discuss intervention material and strategies for RTI students.		1)	Teachers will compare the scores from the past benchmarks and unit assessments . Areas of continued concern will be addressed and a plan of action put into place for the following year.	
If this is your first submission (October 31st) of the 2014-2015 targeted	Analyze STAAR data ar TEKS and provide targe and analyze small math according to district scop	eted instruction. Utililze benchmarks	2)	Teachers will compare the scores of ou White po campus average using SBA, unit assessments, D Our anaysis will identify the strengths and areas o intervention plan will be discussed, written and imp	BA, and CBA. f concern. An	2)	Teachers will compare the scores from unit assessments. Growth and decreases will be discussed in relation to the 2) and add and instruction, and interventions will be monitored for student groups. Teachers will continue to use iNova data to guide their intervention along with benchmark, DBA, and unit assessment data.		2)	Use iNova data and STAAR 2015 to guide teachers in writing IPTs for students, so intervention can start quickly the following year.	
improvement plan, the quarter 1 (Q1) goal section is not required to be completed.	Teachers will identify stu targeted RTI interventior written and progress mo every 2-3 weeks.	n and goals will be	3)	Teachers will use iNova data to help guide their ty intervention provided to the groups. Students nee will be assigned mentors. Students in Tier 1 will be ensure growth.	ding "mentors"	3)			3)		
	Use Lead4Ward math re ongoing professional der walk throughs to observe learned professional dev	evelopment. Conduct re lesson reflecting the	4)	Administration will monitor the implementation of I participating in RTI meetings, monitoring data, and throughs. RTI meetings are help every 9 weeks to progress of goals. Teachers are required to track on Eduphoria and provide feedback to parents.	d conducting walk track the	4)		monitor the implementation of RTI pating in RTI meetings, monitoring data, lik throughs.	4)		
		data will be collected to monitor interventions?		What da		d to monitor interventions?	What data	was collected to monitor interventions?			
1)	Consistent lessons that to SE's being taught for the	e specific unit.	1)	Consistent lessons that build and spiral with SE's the specific unit.		1)	for the specific unit		1)	Unit Assessments and STAAR data.	
2)	STAAR and unit assessi	ments.	2)	Unit Assessments, CBA, SBA, or DBAs. Intervent targets specific areas of strength and weaknesses		2)	CBA, SBA, or DBA monitoring data for	A data. Intervention plans and progress ridentified students.	2)	iNova data, STAAR data, and IPI Plans.	
3)	Written goals for identified progress monitoring data		3)	iNova Data to guide intervention grouping.		3)	iNova, unit assessi	ments,or CBAs.	3)		
4)	Documentation of strate walk-through data, and a		4)	RTI meeting agendas, progress monitoring data, adata.	and walk through	4)	RTI meeting agend through data.	das, progress monitoring data, and walk	4)		

LEA Name	Ector County ISD										
Campus Name	: Blanton Elementary										
				Needs Assessm	ent Summary and	Improveme	nt Plan				
					Eı	nd of Quarte	r Reporting				
Q1 Report If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.			Q2 Repo	ort	Q3 Report			eport	Q4 Report		
Are you on track to meet the annual goal?	No	Are you on track to meet the annual goal?		No			Are you on track to mee the annual goal?	Select		Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.	We meet in PLC's every developed and manipulat walls. Unit based assess target low SEs in math.	ed the data on the data	Describe the data or evidence used to determine if the goal will or won't be met.	goals will be monitored bi-weekly by campus wide sho students will track data with their mentors.		ake goals. These	Describe the data or evidence used to determine if the goal will or won't be met.				
What, if any, adjustments must be made in order to meet the annual goal?	We need to increase wall conduct grade level data unit assessment data in coneding intense intervent	talks to analyze CBA and order to target students	What, if any, adjustments must be made in order to meet the annual goal?	We will need to train teachers on the assessment program, so weekly and bi-weekly short assessments can be given. We will continue the current utilize unit assessements to help with targeted instruction. 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?				
					1	End of Year	Reporting				
Did you meet your annua goal?	^{al} Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?			□ Data Analysis Proces □ Data Quality □ Appropriate Strategy □ Identification of Need □ Annual Goals		□ Quarterly Planning Process □ (Specific) Interventions □ Ongoing Monitoring of Interventions en □ CSFs and/or ESEA Turnaround Principles Planning □ Training			<if additional="" are="" explain="" explanation="" factors="" here="" needed,="" or="" other="" please="" there=""></if>	
Root (Cause 3:	Lack of science taught	school wide.								
Index	Number	□ Not Applicable □ Index 1: Student A □ Index 2: Student P					Annual	Goal:	5th grade Science is at a 59% and our H Science form 59% to 70% on the 2015 S		crease on the safeguards. We would like to improve
Index Number:		☐ Index 3: Closing Ar	chievement Gaps				Strate	egy:			during PLC. We will work with District Science es attached to the new Science text books.
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/		CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar				How will addressin impact the index.				umiliar with new textbook materials. CCF and District all Technology will help teachers in providing virtual	
Major :	Systems	Engagement CSF 6-School Clin	nmunity Engagement/ESE nate/ESEA TP: Improve S uality/ESEA TP: Ensure Ef	chool Environment	d Community						

LEA Name:	: Ector County ISD	Ector County ISD									
Campus Name:	: Blanton Elementary										
				Needs Assessm	ent Summary and Improvemer	nt Plan					
					Interventions	by Quarter					
	Q1 (Aug, Sept, Oct)			Q2 (Nov, Dec	c, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)		
Q1 Goal:	Teachers will become for Science textbook and bound Science tesson with instructional day. Hispath 5th grade science will bouncess. Students will in passing.	e able to integrate a thin the classroom anic subgroup data for e used to measure	Q2 Goal:	results related to science grade levels are working average. Hispanic subp	Finaps from STAAR & most current SBA for each grade level to ensure that all with all students to be at or above District oppulation data for 5th grade science will be ss. Students will increase 56% to 61%	Q3 Goal:	Blanton will follow HEAT maps from STAAR & most current SBA results related to science for each grade level to ensure that all grade levels are working with all students to be at or above district average. Hispanic subpopulation data for 5th grade science will be used to measure success. Students wi increase 61% to 66% passing.		Blanton will follow HEAT maps from STAAR & most current SBA results related to science for each grade level to ensure that all grade levels are working with all students to be at or above district average. STAAR score 2015 for Hispanic subgroup will be increased from 66% to 70% passing.		
	Interventions:			Intervention			Interventions:		Interventions:		
	Work with grade level resources that are w Teachers will write Eduphoria and share	ith the new textbook. engaging lessons in	1)	planning. Specific target for each grade level.	science is one focus of vertical teaming and ted SE addressed for daily/weekly review		Blanton will ensure that science is one focus of vertical teaming and planning. Specific targeted SE addressed for daily/weekly review for each grade level.	1)	Blanton will ensure that science is one focus of vertical teaming and planning. Specific targeted SE addressed for daily/lweekly review for each grade level.		
If this is your first submission (October 31st) of the 2014-2015 targeted	Instructional Technology become familiar with vir experiments.		2)	Teachers will use the data from the HEAT maps to dr Science lesson to ensure students are successful. SB assessments will be analyzed to determine the target TEKS from the first nine weeks and will be included in reviews.		2)	Teachers will use the data from the HEAT maps to drive the Science lesson to ensure students are successful . DBA or unit assessments will be analyzed to determine the targeted focus TEKS and will be included in sprial reviews.		Administration will use STAAR 2015 data to focus Science professional development for the following year and identify targeted TEKS for all students and all subgroups.		
improvement plan, the quarter 1 (Q1) goal section is not required to be completed.	Administrators and teac from unit assessments a		Teachers will compare the scores of the Hispanic populations to the campus average using SBA, unit assessments, DBA, and C to target areas of great need to identify and plan for intervention		ng SBA, unit assessments, DBA, and CBA	3)	Analysis of DBA data will be used to provide an intense targeted intervention for all students with an emphasis on Hispanic subgroup. Interventions will be provided during or after school.	3)			
			4)	Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.			Administrators will have on going conversations with classroom teachers about observations in walk throughs. These conversations will be both individual and group during grade level PLCs.	4)			
What data will I	What data will be collected to monitor interventions? What data will be collected to more				monitor interventions?	What da	ta will be collected to monitor interventions?	What data	a was collected to monitor interventions?		
1)	Consistent lessons that SE's being taught for th		1)	Consistent lessons that the specific unit.	build and spiral with SE's being taught for	1)	Consistent lessons that build and spiral with SE's being taugh for the specific unit.		Consistent lessons that build and spiral with SE's being taught for the specific unit.		
2)	Classroom walk through	hs.	2)	Heat map, SBA and CBA data.		2)	Heat map, SBA and unit assessments.	2)	STAAR Data		
3)	PLC minutes from Tech	nnology training.	CBA, SBA, or DBA data. Intervention plans and progress monitoriong data for identified students.			DBA data, targeted intervention plans, and progress 3) monitoring during interventions.		3)			
4)	STAAR and unit assess	sment data.	4)	Weekly reports, Edupho	oria data, and progress reports.	4)	Weekly reports, Eduphoria data, and progress reports.	4)			
					End of Quarte	r Reporting					
targeted improvemen	Q1 Report submission (October 31s at plan, the quarter 1 (Q1) required to be completed.	report section is not	Q2 Report				Q3 Report	Q4 Report			
Are you on track to meet the annual goal?	No		Are you on track to meet the annual goal?	No		Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select		
Describe the data or evidence used to determine if the goal will or won't be met.	Administration checks les district aligned Science le will be analyzed for target	ssons. Unit assessment	Describe the data or evidence used to determine if the goal will or won't be met.	work stations. We also ch Science has a dedicated t	nderstanding on how to intergrate Science into nanged the 4th and 5th grade rotation so time. Scores did improve but target was not	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.			
What, if any, adjustments must be made in order to meet the annual goal?	We need to continue to n We need to construct spi the low targeted SE's pull assessments.	iraling CBA's to address	What, if any, adjustments must be made in order to meet the annual goal?	We will continue to monitorafter school science lab for	or Science lessons. We will start before or or students to participate.	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?			
					End of Year	Reporting					
Select		□ Data Analysis Process □ Data Quality □ Appropriate Strategy attribute your lack of success? □ Identification of Need/Root Cause Chr			sen	Quarterly Planning Process (Specific) Interventions Ongoing Monitoring of Interventions CSFs and/or ESEA Turnaround Principles Planning	<if are="" fac<br="" other="" there="">here></if>	tors or additional explanation needed, please explain			
					☐ Annual Goals		☐ Training				

LEA Name:	Ector County ISD
o N	
Campus Name:	Blanton Elementary

Needs Assessment Summary and Improvement Plan

Root	Cause 4:	Lack of providing the di	fferentiation strategies within	the classroom without an inclusion teacher present.					
							r		
		□ Not Applicable				Annual Goal:			Safe Guard. Blanton will improve reading Special n subgroup from 52% to 70%, and science Special
		☐ Index 1: Student A					Education subgroup from 40% to 70% on		
index	Number:	☑ Index 2: Student P	-			?	Ongoing job embedded professional development targeting specific math, reading, and science Special Education instructional strategies. These strategies will include math and reading fluency, math problem solving strategies,		
☐ Index 3: Closing A					Strategy:	guided math strategies, guided and shared reading, and science interactive journals. Both CCF and Reading Specialist will help coaching in these areas. Also, teachers will be given assistance in making correct			
☐ Index 4: Postsecondary Readiness ☐ CSF 1-Improve Academic Performance/ESEA TP: Strengther				A TP: Strengthen the School's		?	accommodations for students.		
	Instruction Instr					<u> </u>			
	☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction								
	ss Factors (CSFs)/			Provide Strong Leadership		How will addressing this Root Cause			n students in the inclusion setting. Professional
	nd Principles (TPs)/	-	-	dedesigned School Calendar		impact the index/indicator/CSF?	Development will be given to teachers on needs.	how to accommodate	e within the classroom and still meet the instructional
Major	Systems	☐ CSF 5-Family/Con Engagement	nmunity Engagement/ESE	A TP: Ongoing Family and Community					
		CSF 6-School Clin	nate/ESEA TP: Improve S	chool Environment					
		CSF 7-Teacher Q	uality/ESEA TP: Ensure Ef						
					terventions l			T	
	Q1 (Aug, Sept, Oct)			Q2 (Nov, Dec, Jan)		Q3 (Feb, I	Mar, Apr)		Q4 (May, June, July)
(1	(2) Teachers will become familiar with the STAAR data and be able to identify their Special			Teachers will review SBAs, unit assessments, and Special Education students will reach a 53% to 58			v SBA data, unit assessments, and DBAs. students will reach a 58% to 64% passing	?	Special Education students will improve in reading 64% to 70%, math 66% to 70%, and science 60%
				reading, 58% to 63% passing in math, and 46% t science. They will also review modifications and a		in reading, 63% to	66% passing in math, and 52% to 60%		to 70% on 2015 STAAR.
Q1 Goal:	accommodations that students might need					passing in science. Q3 Goal: accommodations a	They will also review modifications and s needed.	Q4 Goal:	
Interventions: Interventions:			Interventions:		Interve			Interventions:	
	Teachers will become familiar with their Special Education students and their IEP's. Special Education teachers will lead a PLC to discuss simple ways to accommodate within the classroom.		1)	Teachers will evaluate data and performance on it standards to determine a plan of action for continu- performance of SpEd subpopulation using SBA, Cassessments.	Jously low	targeted intervention SpecEd students. after school. The dispecial Education	ta will be used to provide an intense n for all students with an emphasis on Interventions will be provided during or istrict has provided Stetson training for the eachers. The Stetson group has a	1)	GenEd. and SpEd teachers will review targeted plan of instruction and accommodations for students and call ARDs if changes need to be made for the following year. IPI plans written for students that did not meet standard.
If this is your first	If this is your first submission (October 31st) of the 2014-2015			Teachers will identify the strengths and areas of concern for SpEd students. Special Education teachers will participate in PLC to discuss simple ways to accommodate within the classroom and help provide targeted instruction for the students. Special Education teachers will model the strategies with the co-teaching		dedicated time they	will come to Blanton to train the faculty		
(October 31st) of the 2014-2015			2)	students. Special Education teachers will participal discuss simple ways to accommodate within the help provide targeted instruction for the students. Education teachers will model the strategies with the s	ate in PLC to classroom and Special	Teachers will identi SpEd students. Sp PLC to discuss sim	v will come to Blanton to train the faculty, by the strengths and areas of concern for ecial Education teachers will participate in ple ways to accommodate within the provide targeted instruction for the	. 2)	Administration will work with GenEd and SpEd teachers to develop a professional development
(October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be	SpEd and GenEd teach math and Balanced Lite	le in spiral review. ers will attend Guided racy traiing to develop		students. Special Education teachers will participal discuss simple ways to accommodate within the chelp provide targeted instruction for the students.	ate in PLC to classroom and Special the co-teaching g the Guided	Teachers will identi SpEd students. SpEd students. SpEd teachers will classroom and help students. SpEd teachers will Guided Math and B order to help with a teacher will pull the	fy the strengths and areas of concern for ecial Education teachers will participate in ple ways to accommodate within the	,	Administration will work with GenEd and SpEd teachers to develop a professional development plan to strengthen the instructional process for
(October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.	argeted TEKS to includ SpEd and GenEd teach math and Balanced Lite a consistent instructiona Administration will continaccommodations of Spf walk throughs and atten meetings. Data from Se and DBAs will be analyz changes necessary to mecessary to me	ers will attend Guided racy training to develop al method. The develop al method. The develop at the the training PLC team As, unit assessments, ted and make any neet the targeted goal.	3)	students. Special Education teachers will participal discuss simple ways to accommodate within the chelp provide targeted instruction for the students. Education teachers will model the strategies with model. SpEd teachers will provide inclusion support durin, Math and Balanced Literacy times in the classroor with accommodations. Administration will continue to support the accommodation support students by utilizing walk throughs and attermeetings. Data from SBAs, unit assessments, and analyzed and make any changes necessary to me goal.	ate in PLC to classroom and Special he co-teaching the co-teaching g the Guided m in order to help modations of diding PLC team d DBAs will be tet the targeted	Teachers will identi SpEd students. SpEd students. SpEd teachers will classroom and help students. SpEd teachers will Guided Math and B Guided Math and B a	ly the strengths and areas of concern for ecial Education teachers will participate in ple ways to accommodate within the provide inclusion support during the alanced Literacy times in the classroom in commodations. The Special Education student to help with the stations and vidicated in the ARD. continue to support the accommodations of tilizing walk throughs and attending PLC tall from SBAs, unit assessments, and ced and make any changes necessary to joal.	3)	Administration will work with GenEd and SpEd teachers to develop a professional development plan to strengthen the instructional process for Special Ed students. Administration will collaborate with PLC teams in order to review SpEd student accommodations and STAAR data in order to set success up for the following year.
(October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.	a consistent instructional Administration will continuous Administration will continuous of Spi walk throughs and atten meetings. Data from SE and DBAs will be analyz changes necessary to meeter of the collected to monitor	ers will attend Guided racy training to develop all method. The control of the c	3)	students. Special Education teachers will participal discuss simple ways to accommodate within the of help provide targeted instruction for the students. Education teachers will model the strategies with model. SpEd teachers will provide inclusion support durin Math and Balanced Literacy times in the classroor with accommodations. Administration will continue to support the accommodations and the meetings. Data from SBAs, unit assessments, and analyzed and make any changes necessary to me goal.	ate in PLC to classroom and Special he co-teaching g the Guided m in order to help modations of dding PLC team d DBAs will be tet the targeted	Teachers will identi SpEd students. Sp. PLC to discuss sim classroom and help students. SpEd teachers will Guided Math and E Guided Special S	ly the strengths and areas of concern for ecial Education teachers will participate in ple ways to accommodate within the provide inclusion support during the alanced Literacy times in the classroom in commodations. The Special Education student to help with the stations and vidicated in the ARD. continue to support the accommodations of tillizing walk throughs and attending PLC ta from SBAs, unit assessments, and red and make any changes necessary to joal.	3)	Administration will work with GenEd and SpEd teachers to develop a professional development plan to strengthen the instructional process for Special Ed students. Administration will collaborate with PLC teams in order to review SpEd student accommodations and STAAR data in order to set success up for the following year.
(October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.	argeted TEKS to includ SpEd and GenEd teach math and Balanced Lite a consistent instructiona Administration will contir accommodations of Spt walk throughs and atten meetings. Data from Se and DBAs will be analyz chances necessary to m be collected to monitor Campus Professional D sheets, PLC minutes, ar	ers will attend Guided racy training to develop all method. nue to support the Ed students by utilizing ding PLC team NAS, unit assessments, ed and make any neet the tarceled goal. interventions?	3)	students. Special Education teachers will participal discuss simple ways to accommodate within the chelp provide targeted instruction for the students. Education teachers will model the strategies with model. SpEd teachers will provide inclusion support durin, Math and Balanced Literacy times in the classroor with accommodations. Administration will continue to support the accommodation support students by utilizing walk throughs and attermeetings. Data from SBAs, unit assessments, and analyzed and make any changes necessary to me goal.	ate in PLC to classroom and Special he co-teaching g the Guided m in order to help modations of dding PLC team d DBAs will be tet the targeted	Teachers will identi SpEd students. Sp. PLC to discuss sim classroom and help students. SpEd teachers will Guided Math and E Guided Special S	ly the strengths and areas of concern for ecial Education teachers will participate in pile ways to accommodate within the provide targeted instruction for the provide inclusion support during the alanced Literacy times in the classroom in commodations. The Special Education student to help with the stations and udicated in the ARD. continue to support the accommodations of tilitizing walk throughs and attending PLC tal from SBAs, unit assessments, and red and make any changes necessary to joal.	3) - - What data	Administration will work with GenEd and SpEd teachers to develop a professional development plan to strengthen the instructional process for Special Ed students. Administration will collaborate with PLC teams in order to review SpEd student accommodations and STAAR data in order to set success up for the following year.
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(October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed. What data will	argeted TEKS to includ SpEd and GenEd teach math and Balanced Lite a consistent instructiona Administration will contir accommodations of Spt walk throughs and atten meetings. Data from SB and DBAs will be analyz chances necessary to m be collected to monitor Campus Professional D STAAR data and science District PD sign in sheet Simplementation; adminis in lesson plans.	ers will attend Guided racy training to develop al method. nue to support the Ed students by utilizing ding PLC team sAs, unit assessments, ed and make any leet the tarceled goal. Interventions? evelopment sign in the implementation of ecial Education be journals. s; lesson plans for stration documentation documentation decreases.	3) 4) What 1) 2)	students. Special Education teachers will participal discuss simple ways to accommodate within the chelp provide targeted instruction for the students. Education teachers will model the strategies with model. SpEd teachers will provide inclusion support durin, Math and Balanced Literacy times in the classroor with accommodations. Administration will continue to support the accommodations. Administration will continue to support the accommodations and attermeetings. Data from SBAs, unit assessments, and analyzed and make any changes necessary to me goal. SBA, CBA, or unit assessment data and science j PLC minutes with identified strengths and weakne appropriate accommodations, and progress monit District PD sign in sheets, lesson plans for implem administration documentation in lesson plans, Stet the campus provided by the district.	ate in PLC to classroom and Special he co-teaching the co-teaching g the Guided m in order to help modations of diding PLC team of DBAs will be set the targeted ournals.	Teachers will identi SpEd students. Sp. PLC to discuss sim classroom and help students. SpEd teachers will Guided Math and E Guided Special SpEd Students by Learn meetings. Da DBA will be analyment the targeted (SW What data will be collected DBA data, targeted progress monitoring PLC minutes with is appropriate accompliance of the progress monitoring District PD sign in administration documents.	ly the strengths and areas of concern for ecial Education teachers will participate in ple ways to accommodate within the provide targeted instruction for the provide inclusion support during the alanced Literacy times in the classroom in commodations. The Special Education student to help with the stations and vidicated in the ARD. In the ARD. In the stations and attending PLC tas from SBAs, unit assessments, and red and make any changes necessary to joal. It monitor interventions? Intervention plans, science journals, and y during interventions. Jentified strengths and weaknesses, list of modations, and progress monitoring. The strengths and weaknesses, list of modations, and progress monitoring.	(4) What data	Administration will work with GenEd and SpEd teachers to develop a professional development plan to strengthen the instructional process for Special Ed students. Administration will collaborate with PLC teams in order to review SpEd student accommodations and STAAR data in order to set success up for the following year. was collected to monitor interventions? Teacher documentation of accommodations highly used and IPI plans. PLC Minutes and PD plan. STAAR Data.
(October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed. What data will	Administration will continue accommodations or Spand Desk will be analyzed and continue accommodations of Spand DBAs will be analyzed anal	ers will attend Guided racy training to develop al method. The students by utilizing ding PLC team sAs, unit assessments, etc and make any neet the tarceted coal. Interventions? Every evelopment sign in a dimplementation of ecial Education in the pour assessments. Evelopment sign in dimplementation of erical Education is expected and make any terminates. Every evelopment sign in dimplementation of erical Education is expected and make any terminates.	3) What (1) 2)	students. Special Education teachers will participal discuss simple ways to accommodate within the help provide targeted instruction for the students. Education teachers will model the strategies with model. SpEd teachers will provide inclusion support durin Math and Balanced Literacy times in the classroor with accommodations. Administration will continue to support the accomm SpEd students by utilizing walk throughs and atter meetings. Data from SBAs, unit assessments, and analyzed and make any changes necessary to megoal. SBA, CBA, or unit assessment data and science j PLC minutes with identified strengths and weaken appropriate accommodations, and progress monitoriates with identified strengths and weaken appropriate accommodations, and progress monitoriates of the properties of the properties and modations, and progress monitoriates with identified strengths and weaken appropriate accommodations, and progress monitoriates of the properties and make appropriate accommodations, and progress monitoriates and ministration documentation in lesson plans, Stet	ate in PLC to classroom and Special he co-teaching the co-teaching g the Guided m in order to help modations of diding PLC team of DBAs will be set the targeted ournals.	Teachers will identi SpEd students. Sp. PLC to discuss sim classroom and help students. SpEd teachers will Guided Math and E Guided Special SpEd Students by Learn meetings. Da DBA will be analyment the targeted (SW What data will be collected DBA data, targeted progress monitoring PLC minutes with is appropriate accompliance of the progress monitoring District PD sign in administration documents.	ly the strengths and areas of concern for ecial Education teachers will participate in ple ways to accommodate within the provide targeted instruction for the provide inclusion support during the alanced Literacy times in the classroom in commodations. The Special Education student to help with the stations and vidicated in the ARD. Continue to support the accommodations of titlizing walk throughs and attending PLC tat from SBAs, unit assessments, and ted and make any changes necessary to poal. To monitor interventions? Intervention plans, science journals, and quring interventions. Sentified strengths and weaknesses, list of modations, and progress monitoring. The progress monitoring.	3) 4) What data 1) 2)	Administration will work with GenEd and SpEd teachers to develop a professional development plan to strengthen the instructional process for Special Ed students. Administration will collaborate with PLC teams in order to review SpEd student accommodations and STAAR data in order to set success up for the following year. was collected to monitor interventions? Teacher documentation of accommodations highly used and IPI plans. PLC Minutes and PD plan. STAAR Data.
(October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed. What data will	argeted TEKS to includ SpEd and GenEd teach math and Balanced Lite a consistent instructions Administration will contin accommodations of SpE walk throughs and atten meetings. Data from SE and DBAs will be analyzichanges necessary to m the collected to monitor to Campus Professional D 1) sheets, PLC minutes, ar accommodations for Sp. STAAR data and science District PD sign in sheet implementation; adminis in lesson plans. Walk through feedback, Walk through feedback, Walk through feedback, Walk through feedback,	ers will attend Guided racy training to develop al method. The students by utilizing ding PLC team sAs, unit assessments, etc and make any neet the tarceted coal. Interventions? Every evelopment sign in a dimplementation of ecial Education in the pour assessments. Evelopment sign in dimplementation of erical Education is expected and make any terminates. Every evelopment sign in dimplementation of erical Education is expected and make any terminates.	3) What (1) 2)	students. Special Education teachers will participal discuss simple ways to accommodate within the chelp provide targeted instruction for the students. Education teachers will model the strategies with model. SpEd teachers will provide inclusion support durin, Math and Balanced Literacy times in the classroor with accommodations. Administration will continue to support the accommodations. Administration will continue to support the accommodations and attermeetings. Data from SBAs, unit assessments, and analyzed and make any changes necessary to me goal. SBA, CBA, or unit assessment data and science j PLC minutes with identified strengths and weakne appropriate accommodations, and progress monit District PD sign in sheets, lesson plans for implem administration documentation in lesson plans, Stet the campus provided by the district. Walk through feedback, data from SBAs, unit ass DBAs.	ate in PLC to classroom and Special he co-teaching the co-teaching g the Guided m in order to help modations of diding PLC team of DBAs will be set the targeted ournals.	Teachers will identi SpEd students. Sp. PLC to discuss sim classroom and help students. SpEd teachers will Guided Math and E Guided Species of the plow with a teacher will pull the provided services in Administration will of SpEd students by Learn meetings. Da DEA swill be analyment the targeted (SW What data will be collected DBA data, targeted progress monitoring PLC minutes with it 2) appropriate accomplication of District PD sign in a administration document of the progress monitoring Walk through feeding and DBAs	ly the strengths and areas of concern for ecial Education teachers will participate in ple ways to accommodate within the provide targeted instruction for the provide inclusion support during the alanced Literacy times in the classroom in commodations. The Special Education student to help with the stations and vidicated in the ARD. In the ARD. In the stations and attending PLC tas from SBAs, unit assessments, and red and make any changes necessary to joal. It monitor interventions? Intervention plans, science journals, and y during interventions. Jentified strengths and weaknesses, list of modations, and progress monitoring. The strengths and weaknesses, list of modations, and progress monitoring.	3) What data 1) 2)	Administration will work with GenEd and SpEd teachers to develop a professional development plan to strengthen the instructional process for Special Ed students. Administration will collaborate with PLC teams in order to review SpEd student accommodations and STAAR data in order to set success up for the following year. was collected to monitor interventions? Teacher documentation of accommodations highly used and IPI plans. PLC Minutes and PD plan. STAAR Data.
(October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed. What data will 1 2 3 4 If this is your first. targeted improvement provement plan, the quarter 1 (Q1) goal section is not required to be completed.	argeted TEKS to includ SpEd and GenEd teach math and Balanced Lite a consistent instructions Administration will contin accommodations of SpE walk throughs and atten meetings. Data from SE and DBAs will be analyzichanges necessary to m the collected to monitor to Campus Professional D 1) sheets, PLC minutes, ar accommodations for Sp. STAAR data and science District PD sign in sheet implementation; adminis in lesson plans. Walk through feedback, Walk through feedback, Walk through feedback, Walk through feedback,	ein spiral review. ers will attend Guided racy training to develop al method. nue to support the Ed students by utilizing ding PLC team sIAs, unit assessments, ted and make any let the tarceted goal. Interventions? evelopment sign in a implementation of ecial Education in the pour stration documentation data from SBAs, unit s.	3) What (1) 2)	students. Special Education teachers will participal discuss simple ways to accommodate within the chelp provide targeted instruction for the students. Education teachers will model the strategies with model. SpEd teachers will provide inclusion support durin, Math and Balanced Literacy times in the classroor with accommodations. Administration will continue to support the accommodations. Administration will continue to support the accommodations and attermeetings. Data from SBAs, unit assessments, and analyzed and make any changes necessary to me goal. SBA, CBA, or unit assessment data and science j PLC minutes with identified strengths and weakne appropriate accommodations, and progress monit District PD sign in sheets, lesson plans for implem administration documentation in lesson plans, Stet the campus provided by the district. Walk through feedback, data from SBAs, unit ass DBAs.	ate in PLC to classroom and Special he co-teaching the co-teaching g the Guided m in order to help modations of diding PLC team d DBAs will be set the targeted ournals.	Teachers will identi SpEd students. Sp. PLC to discuss sim classroom and help students. SpEd teachers will Guided Math and E Guided Species of the plow with a teacher will pull the provided services in Administration will of SpEd students by Learn meetings. Da DEA swill be analyment the targeted (SW What data will be collected DBA data, targeted progress monitoring PLC minutes with it 2) appropriate accomplication of District PD sign in a administration document of the progress monitoring Walk through feeding and DBAs	ly the strengths and areas of concern for ecial Education teachers will participate in ple ways to accommodate within the provide targeted instruction for the provide inclusion support during the alanced Literacy times in the classroom in commodations. The Special Education student to help with the stations and indicated in the ARD. Indicated in the ARD, and attending PLC tar from SBAs, unit assessments, and red and make any changes necessary to joul. To monitor interventions? Intervention plans, science journals, and go during interventions. Intervention science interventions, and progress monitoring. The progress of the progress monitoring in the progress monitoring. The progress of the progress monitoring in the progress monitoring in the progress monitoring in the progress monitoring. The progress of the progress monitoring in the progress of th	3) What data 1) 2)	Administration will work with GenEd and SpEd teachers to develop a professional development plan to strengthen the instructional process for Special Ed students. Administration will collaborate with PLC teams in order to review SpEd student accommodations and STAAR data in order to set success up for the following year. was collected to monitor interventions? Teacher documentation of accommodations highly used and IPI plans. PLC Minutes and PD plan. STAAR Data.

LEA Name:	Ector County ISD										
Campus Name:	Blanton Elementary										
				Needs Assessme	ent Summary and	Improveme	nt Plan				
Are you on track to meet the annual goal?	No		Are you on track to meet the annual goal?	No			Are you on track to meet the annual goal?	^{at} Select		Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.	We will continue to target students and provide acc classroom. Utilizing walk from SBA's, unit assessm	ovide accommodations within the tring walk through feedback, data Describe the data or organizers, chart			We will continue to target Special Education students and assist the teacher in providing the accommodation. We will utilize the graphic organizers, charts, and other manipulatives to help assist during the day.		Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?	We need to continue to tr providing correct accomm classroom and identify lov order to address student in	modations within the What, if any, adjustments wis student expectations in must be made in order to indeeds. What, if any, adjustments address areas of need and how to address those needs. What, if any, adjustments made in order to made in order to made in order.			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?			
					i i	End of Year	Reporting				
Did you meet your annual goal?			?	□ Data Analysis Proces □ Data Quality □ Appropriate Strategy □ Identification of Need		□ Quarterly Planning Process □ (Specific) Interventions □ Ongoing Monitoring of Interventions sen □ CSFs and/or ESEA Turnaround Principles Planning			<if additional="" are="" explain<br="" explanation="" factors="" needed,="" or="" other="" please="" there="">here></if>		
					☐ Annual Goals			☐ Training			
	•	•			•					•	
Root Cause 5:											
		☐ Not Applicable						?			
		☐ Index 1: Student A					Annual	Annual Goal: <enter text=""></enter>			
Index	Number:	☐ Index 2: Student Pr						(?)			
		☐ Index 3: Closing Ad	chievement Gaps				Strate	Strategy: <enter text=""></enter>			
		☐ Index 4: Postsecon	idary Readiness ademic Performance/ESE	A TD: Ctth th- C-b							
		Instruction		-				(1)			
		_	a to Drive Instruction/ESE								
	s Factors (CSFs)/	_	Effectiveness/ESEA TP: I				Haw will addressin	a this Boot Cours			
	d Principles (TPs)/ Systems	_	earning Time/ESEA TP: F					How will addressing this Root Cause impact the index/indicator/CSF? <a href="</td"><td></td><td></td>			
major	oyaloma .	Engagement			2 Community						
			nate/ESEA TP: Improve S								
		CSF 7-Teacher Qu	uality/ESEA TP: Ensure Ef	tective Teachers	In	terventions	by Quarter				
	Q1 (Aug, Sept, Oct)			Q2 (Nov, Dec		ite. ventions	by Quarter	Q3 (Feb, M	Mar Apr)		Q4 (May, June, July)
(?)		(?	Q2 (110V, Dec	,,,		(7		, , . . ,	(?	vi
Q1 Goal:			Q2 Goal:				Q3 Goal:			Q4 Goal:	
	Interventions:			Intervention	ons:			Interven	tions:		Interventions:
			1)				1)		1)	
If this is your first submission (October 31st) of the 2014-2015 targeted			2)				2)		2)	