

LEA Name:	Ector County ISD
Campus Name:	Blanton 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: 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 V of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	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 RTI to meet the student needs.
	PS 2:	Out of 65 white students 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.
	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 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.
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	
	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:	

Identified and Prioritized Root Causes:
 It is important to prioritize your Root Causes so that your improvement plan is targeted and focused. Although a Campus IP/District IP is critical to overall success, the targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard, or PBM indicator and ensure those are your prioritized Root Causes.

If the district or campus would like to identify more than 10 Root Causes contact the support specialist assigned to the review.

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

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

LEA Name: <i>Ector County ISD</i>			
Campus Name: <i>Blanton Elementary</i>			
Needs Assessment Summary and Improvement Plan			
Root Cause 1:	Lack of identifying targeted students and providing specific RTI to meet the student needs.		
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input 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 type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		
Annual Goal:	Improving Hispanic subgroup from 49% to 70%.		
Strategy:	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 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.		
How will addressing this Root Cause impact the index/indicator/CSF?	Blanton will improve math instruction overall by embedding professional development. The development will happen within PLC. We will begin by focusing on Tier I data and from that pull intervention groups for Tier II and III.		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
<p>Q1 Goal: Teachers will become familiar with math data and disaggregation of present STAAR math – improving Hispanic math scores from 49% to 55%. Teachers will meet in PLC's weekly for 45 minutes in order to track progress of math scores.</p>	<p>Q2 Goal: Blanton administration will continue to assist teachers in identified areas of need as indicated by walkthrough data and SBA data. Increase Hispanic met standard by 5% from first SBA.</p>	<p>Q3 Goal: Blanton administration will continue to assist teachers in identified areas of need as indicated by walkthrough data and SBA data. Increase Hispanic met standard by 5% from first SBA.</p>	<p>Q4 Goal: Blanton administration will continue to assist teachers in identified areas of need as indicated by walkthrough data and SBA data. Blanton will ensure that no fewer than 70% of Hispanic students meet the performance standard.</p>
Interventions:	Interventions:	Interventions:	Interventions:
<p>Work with district math coordinator to develop math plans for 6-9 weeks. Lesson planning focused on new math TEKS, pacing format, workstations, and interactive journals.</p> <p>1) Analyze STAAR data and identify three lowest TEKS and provide targeted instruction. Utilize and analyze small math benchmarks according to district scope and sequence.</p> <p>2) Use Lead4Ward math resources in PLC for ongoing professional development. Conduct walk throughs to observe lesson reflecting the learned professional development.</p> <p>3) Use Lead4Ward math resources in PLC for ongoing professional development. Conduct walk throughs to observe lesson reflecting the learned professional development.</p> <p>4) Teachers will identify students who continue to struggle and use iNova to help target intervention.</p>	<p>1) Continue to work with the district math coordinator during school or within Math PLC's to develop targeted math plans. Lesson plans will reflect readiness and supporting standards.</p> <p>2) Teachers will compare the scores of the Hispanic populations to the campus average using SBA, unit assessments, DBA, and CBA to target areas of great need to identify and plan for intervention. Parents will be contacted to help with students on an intervention plan (IP). Students will be encouraged to stay after school or before school in order to receive tutoring.</p> <p>3) Use Lead4Ward math resources in PLC for ongoing professional development. Conduct walk throughs to observe lesson reflecting the learned professional development.</p> <p>4) Teachers will identify students who continue to struggle and use iNova to help target intervention.</p>	<p>1) Continue to work with the district math coordinator to develop targeted math plans. The district math coordinator will come to Blanton every 3 weeks to help with the planning process. She will also help design targeted math assessments.</p> <p>2) Teachers will compare the scores from unit assessments. Growth and decreases will be discussed in relation to the standard and instruction, and interventions will be monitored for student groups.</p> <p>3) Use Lead4Ward math resources in PLC for ongoing professional development. Conduct walk throughs to observe lesson reflecting the learned professional development. Teachers needing assistance with implementing Lead4ward resources will work with the campus CCF.</p> <p>4) Teachers will identify students who continue to struggle and use iNova to help target intervention.</p>	<p>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.</p> <p>2) Use iNova data and STAAR 2015 to guide teachers in writing IPI's for students, so intervention can start quickly the following year.</p> <p>3) Use iNova data and STAAR 2015 to guide teachers in writing IPI's for students, so intervention can start quickly the following year.</p> <p>4) Use iNova data and STAAR 2015 to guide teachers in writing IPI's for students, so intervention can start quickly the following year.</p>
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
<p>1) Lesson plans that include new math TEKS. Walk through data and interactive journals.</p> <p>2) STAAR and Unit assessments.</p> <p>3) Documentation of strategies taught in PLCs, walk-through data, and assessment data.</p> <p>4) iNova data.</p>	<p>1) Lesson plans that reflect readiness and supporting standards.</p> <p>2) CBA, SBA, or DBA data. Intervention plans and progress monitoring data for identified students.</p> <p>3) Documentation of strategies taught in PLCs, walk-through data, and assessment data.</p> <p>4) iNova data.</p>	<p>1) Lesson plans that reflect targeted instruction.</p> <p>2) CBA, SBA, or DBA data. Intervention plans and progress monitoring data for identified students.</p> <p>3) Documentation of strategies taught in PLCs, walk-through data, and assessment data.</p> <p>4) iNova targeted intervention.</p>	<p>1) Unit Assessments and STAAR data.</p> <p>2) iNova data, STAAR data, and IPI Plans.</p> <p>3) iNova data, STAAR data, and IPI Plans.</p> <p>4) iNova data, STAAR data, and IPI Plans.</p>

If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.

LEA Name: <i>Ector County ISD</i>			
Campus Name: <i>Blanton Elementary</i>			
Needs Assessment Summary and Improvement Plan			
End of Quarter Reporting			
Q1 Report <i>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.</i>		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
Describe the data or evidence used to determine if the goal will or won't be met.	District Coordinator for Math has met with 4th and 6th grade teachers to help align instruction and develop spiral lessons.	Describe the data or evidence used to determine if the goal will or won't be met.	Teachers will continue to implement math work stations and guided math groups. Upper grade levels will evaluate their rotation schedules and make changes. Teachers have taken iNova mentoring data and helping students track their progress. .
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' intervention groups.	What, if any, adjustments must be made in order to meet the annual goal?	We will continue to progress measure students and pull data to be discussed in PLC. We will utilize unit assessments and a campus wide assesment built by teacher and district math coordinator.
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.		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?		What, if any, adjustments must be made in order to meet the annual goal?	
End of Year Reporting			
Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, 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 Need/Root Cause Chosen <input type="checkbox"/> Annual Goals <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training
		-<If there are other factors or additional explanation needed, please explain here->	

LEA Name: <i>Ector County ISD</i>	
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Needs Assessment Summary and Improvement Plan	
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.
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input 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 type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers
Annual Goal:	Math White subgroup was at 45% in 2014. Target is to move to 70% on 2015 STAAR.
Strategy:	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 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.
How will addressing this Root Cause impact the index/indicator/CSF?	Blanton will improve math instruction overall by embedding professional development. The development will happen within PLC. We will begin by focusing on Tier I data and from that pull intervention groups for Tier II and III.
Interventions by Quarter	
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)
Q1 Goal:	Q2 Goal:
Teachers will become familiar with 2014 STAAR data. Improving scores from 45% to 50%, using CBA and unit assessments.	Teachers will use current SBA and unit assessment data to target groups of students that need Tier 1, Tier 2 or Tier 3 intervention. Improving scores by 5%.
Interventions:	Interventions:
<p>Work with District Math Coordinator to help align instruction with District Scope and Sequence and gain a better understanding of the new Math TEKS.</p> <p>Analyze STAAR data and identify three lowest TEKS and provide targeted instruction. Utilize and analyze small math benchmarks according to district scope and sequence.</p> <p>Teachers will identify students needing targeted RTI intervention and goals will be written and progress monitoring taking place every 2-3 weeks.</p> <p>Use Lead4Ward math resources in PLC for ongoing professional development. Conduct walk throughs to observe lesson reflecting the learned professional development.</p>	<p>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.</p> <p>Teachers will compare the scores of ou White population to the campus average using SBA, unit assessments, DBA, and CBA. Our analysis will identify the strengths and areas of concern. An intervention plan will be discussed, written and implemented.</p> <p>Teachers will use iNova data to help guide their types of intervention provided to the groups. Students needing "mentors" will be assigned mentors. Students in Tier 1 will be monitored to ensure growth.</p> <p>Administration will monitor the implementation of RTI strategies by participating in RTI meetings, monitoring data, and conducting walk throughs. RTI meetings are help every 9 weeks to track the progress of goals. Teachers are required to track the RTI progress on Eduphoria and provide feedback to parents.</p>
Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q3 Goal:	Q4 Goal:
Teachers will continue to measure progress of RTI and Tier I students assuring that goals are being met and improvement being gained by 5%.	Teachers will compare STAAR data with RTI student list to see if students met the 70% in math and Tier I students moved to phase III.
Interventions:	Interventions:
<p>Work with District Math Coordinator to help align instruction with District Scope and Sequence. Continue to discuss intervention material and strategies for RTI students.</p> <p>Teachers will compare the scores from unit assessments. Growth and decreases will be discussed in relation to the standard and instruction, and interventions will be monitored for student groups.</p> <p>Teachers will continue to use iNova data to guide their intervention along with benchmark, DBA, and unit assessment data.</p> <p>Administration will monitor the implementation of RTI strategies by participating in RTI meetings, monitoring data, and conducting walk throughs.</p>	<p>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.</p> <p>Use iNova data and STAAR 2015 to guide teachers in writing IPI's for students, so intervention can start quickly the following year.</p>
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
<p>1) Consistent lessons that build and spiral with SE's being taught for the specific unit.</p> <p>2) STAAR and unit assessments.</p> <p>3) Written goals for identified students and progress monitoring data.</p> <p>4) Documentation of strategies taught in PLCs, walk-through data, and assessment data.</p>	<p>1) Consistent lessons that build and spiral with SE's being taught for the specific unit.</p> <p>2) Unit Assessments, CBA, SBA, or DBAs. Intervention plan that targets specific areas of strength and weaknesses.</p> <p>3) iNova Data to guide intervention grouping.</p> <p>4) RTI meeting agendas, progress monitoring data, and walk through data.</p>
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
<p>1) Consistent lessons that build and spiral with SE's being taught for the specific unit.</p> <p>2) CBA, SBA, or DBA data. Intervention plans and progress monitoring data for identified students.</p> <p>3) iNova, unit assessments, or CBAs.</p> <p>4) RTI meeting agendas, progress monitoring data, and walk through data.</p>	<p>1) Unit Assessments and STAAR data.</p> <p>2) iNova data, STAAR data, and IPI Plans.</p> <p>3)</p> <p>4)</p>

If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.

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Needs Assessment Summary and Improvement Plan

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 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.							
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.	We meet in PLC's every week. We have developed and manipulated the data on the data walls. Unit based assessment will be analyzed to target low SEs in math.	Describe the data or evidence used to determine if the goal will or won't be met.	We will continue to meet in PLC to discuss data. We will conference with students to encourage their data tracking and make goals. These goals will be monitored bi-weekly by campus wide short assessments. Students will track data with their mentors.	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 increase walk throughs. We will conduct grade level data talks to analyze CBA and unit assessment data in order to target students needing intense intervention.	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 assessments 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?	

End of Year Reporting

Did you meet your annual goal?	Select	If YES , to what do you attribute your success? If NO , 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 Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	-If there are other factors or additional explanation needed, please explain here->
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Root Cause 3:	Lack of science taught school wide.				
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 type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal:	5th grade Science is at a 59% and our Hispanics showed a decrease on the safeguards. We would like to improve Science form 59% to 70% on the 2015 STAAR.	
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		Strategy:	Blanton will have ongoing professional development provided during PLC. We will work with District Science Coordinator as well as CCF to help teachers utilize all resources attached to the new Science text books.	
			How will addressing this Root Cause impact the index/indicator/CSF?	Blanton will improve Science instruction overall by becoming familiar with new textbook materials. CCF and District Science Coordinator will help with this process. Also Instructional Technology will help teachers in providing virtual Science labs for all grade levels.	

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Needs Assessment Summary and Improvement Plan			
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
<p>Teachers will become familiar with the new Science textbook and be able to integrate a solid Science lesson within the classroom instructional day. Hispanic subgroup data for 5th grade science will be used to measure success. Students will increase 51% to 56% passing.</p> <p>Q1 Goal:</p>	<p>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 will increase 56% to 61% passing.</p> <p>Q2 Goal:</p>	<p>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 will increase 61% to 66% passing.</p> <p>Q3 Goal:</p>	<p>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.</p> <p>Q4 Goal:</p>
Interventions:	Interventions:	Interventions:	Interventions:
<p>Work with grade levels on understanding all resources that are with the new textbook. Teachers will write engaging lessons in Eduphoria and share with team members.</p> <p>Instructional Technology will help teachers become familiar with virtual Science experiments.</p> <p>Administrators and teachers will analyze data from unit assessments and 2014 STAAR.</p>	<p>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.</p> <p>Teachers will use the data from the HEAT maps to drive the Science lesson to ensure students are successful. SBA or unit assessments will be analyzed to determine the targeted focus TEKS from the first nine weeks and will be included in spiral reviews.</p> <p>Teachers will compare the scores of the Hispanic populations to the campus average using SBA, unit assessments, DBA, and CBA to target areas of great need to identify and plan for intervention.</p> <p>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.</p>	<p>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.</p> <p>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 spiral reviews.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor interventions?
<p>Consistent lessons that build and spiral with SE's being taught for the specific unit.</p> <p>Classroom walk throughs.</p> <p>PLC minutes from Technology training.</p> <p>STAAR and unit assessment data.</p>	<p>Consistent lessons that build and spiral with SE's being taught for the specific unit.</p> <p>Heat map, SBA and CBA data.</p> <p>CBA, SBA, or DBA data. Intervention plans and progress monitoring data for identified students.</p> <p>Weekly reports, Eduphoria data, and progress reports.</p>	<p>Consistent lessons that build and spiral with SE's being taught for the specific unit.</p> <p>Heat map, SBA and unit assessments.</p> <p>DBA data, targeted intervention plans, and progress monitoring during interventions.</p> <p>Weekly reports, Eduphoria data, and progress reports.</p>	<p>Consistent lessons that build and spiral with SE's being taught for the specific unit.</p> <p>STAAR Data</p>
End of Quarter Reporting			
Q1 Report	Q2 Report	Q3 Report	Q4 Report
<p><i>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.</i></p>			
<p>Are you on track to meet the annual goal?</p> <p>No</p>	<p>Are you on track to meet the annual goal?</p> <p>No</p>	<p>Are you on track to meet the annual goal?</p> <p>Select</p>	<p>Are you on track to meet the annual goal?</p> <p>Select</p>
<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>
<p>What, if any, adjustments must be made in order to meet the annual goal?</p> <p>We need to continue to monitor Science lessons. We need to construct spiraling CBA's to address the low targeted SE's pulled from unit assessments.</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p> <p>We will continue to monitor Science lessons. We will start before or after school science lab for students to participate.</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>
End of Year Reporting			
<p>Did you meet your annual goal?</p> <p>Select</p>	<p>If YES, to what do you attribute your success?</p> <p>If NO, to what do you attribute your lack of success?</p>	<p><input type="checkbox"/> Data Analysis Process</p> <p><input type="checkbox"/> Data Quality</p> <p><input type="checkbox"/> Appropriate Strategy</p> <p><input type="checkbox"/> Identification of Need/Root Cause Chosen</p> <p><input type="checkbox"/> Annual Goals</p> <p><input type="checkbox"/> Quarterly Planning Process</p> <p><input type="checkbox"/> (Specific) Interventions</p> <p><input type="checkbox"/> Ongoing Monitoring of Interventions</p> <p><input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning</p> <p><input type="checkbox"/> Training</p>	<p><If there are other factors or additional explanation needed, please explain here></p>

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Needs Assessment Summary and Improvement Plan

Root Cause 4:	Lack of providing the differentiation strategies within the classroom without an inclusion teacher present.		
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 type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ? Special Education in reading, math, and science was a missed Safe Guard. Blanton will improve reading Special Education subgroup from 48% to 70%, math Special Education subgroup from 52% to 70%, and science Special Education subgroup from 40% to 70% on 2015 STAAR. Strategy: ? 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, 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 accommodations for students.
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? ? Blanton will work on addressing the needs of Special Education students in the inclusion setting. Professional Development will be given to teachers on how to accommodate within the classroom and still meet the instructional needs.

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal: ?	Teachers will become familiar with the STAAR data and be able to identify their Special Education students. They will also become familiar with modifications and accommodations that students might need. <i>Special Education students will reach a 48% to</i>	Q2 Goal: ?	Teachers will review SBAs, unit assessments, and DBA data. Special Education students will reach a 53% to 58% passing in reading, 58% to 63% passing in math, and 46% to 52% passing in science. They will also review modifications and accommodations as needed.	Q3 Goal: ?	Teachers will review SBA data, unit assessments, and DBAs. Special Education students will reach a 58% to 64% passing in reading, 63% to 66% passing in math, and 52% to 60% passing in science. They will also review modifications and accommodations as needed.	Q4 Goal: ?	Special Education students will improve in reading 64% to 70%, math 66% to 70%, and science 60% to 70% on 2015 STAAR.
Interventions:	<p>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.</p> <p>Analyze 2014 STAAR data and identify targeted TEKS to include in spiral review.</p> <p>SpEd and GenEd teachers will attend Guided math and Balanced Literacy training to develop a consistent instructional method.</p> <p>Administration will continue to support the accommodations of SpEd students by utilizing walk throughs and attending PLC team meetings. Data from SBAs, unit assessments, and DBAs will be analyzed and make any changes necessary to meet the targeted goal.</p>	Interventions:	<p>Teachers will evaluate data and performance on identified process standards to determine a plan of action for continuously low performance of SpEd subpopulation using SBA, CBA, and unit assessments.</p> <p>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 model.</p> <p>SpEd teachers will provide inclusion support during the Guided Math and Balanced Literacy times in the classroom in order to help with accommodations.</p> <p>Administration will continue to support the accommodations of SpEd students by utilizing walk throughs and attending PLC team meetings. Data from SBAs, unit assessments, and DBAs will be analyzed and make any changes necessary to meet the targeted goal.</p>	Interventions:	<p>Analysis of DBA data will be used to provide an intense targeted intervention for all students with an emphasis on SpEd students. Interventions will be provided during or after school. The district has provided Stetson training for the Special Education teachers. The Stetson group has a dedicated time they will come to Blanton to train the faculty. 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.</p> <p>SpEd teachers will provide inclusion support during the Guided Math and Balanced Literacy times in the classroom in order to help with accommodations. The Special Education teacher will pull the student to help with the stations and provided services indicated in the ARD.</p> <p>Administration will continue to support the accommodations of SpEd students by utilizing walk throughs and attending PLC team meetings. Data from SBAs, unit assessments, and DBAs will be analyzed and make any changes necessary to meet the targeted goal.</p>	Interventions:	<p>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.</p> <p>Administration will work with GenEd and SpEd teachers to develop a professional development plan to strengthen the instructional process for Special Ed students.</p> <p>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.</p>
What data will be collected to monitor interventions?	<p>Campus Professional Development sign in sheets, PLC minutes, and implementation of accommodations for Special Education STAAR data and science journals.</p> <p>District PD sign in sheets; lesson plans for implementation; administration documentation in lesson plans.</p> <p>Walk through feedback, data from SBAs, unit assessments, and DBAs</p>	What data will be collected to monitor interventions?	<p>SBAs, CBA, or unit assessment data and science journals.</p> <p>PLC minutes with identified strengths and weaknesses, list of appropriate accommodations, and progress monitoring.</p> <p>District PD sign in sheets, lesson plans for implementation, and administration documentation in lesson plans, Stetson Training for the campus provided by the district.</p> <p>Walk through feedback, data from SBAs, unit assessments, and DBAs.</p>	What data will be collected to monitor interventions?	<p>DBA data, targeted intervention plans, science journals, and progress monitoring during interventions.</p> <p>PLC minutes with identified strengths and weaknesses, list of appropriate accommodations, and progress monitoring.</p> <p>District PD sign in sheets; lesson plans for implementation; administration documentation in lesson plans.</p> <p>Walk through feedback, data from SBAs, unit assessments, and DBAs</p>	What data was collected to monitor interventions?	<p>Teacher documentation of accommodations highly used and IPI plans.</p> <p>PLC Minutes and PD plan.</p> <p>STAAR Data.</p>
End of Quarter Reporting							
Q1 Report <i>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.</i>		Q2 Report		Q3 Report		Q4 Report	

LEA Name:	Ector County ISD
Campus Name:	Blanton Elementary

Needs Assessment Summary and Improvement 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?	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 Special Education students and provide accommodations within the classroom. Utilizing walk through feedback, data from SBA's, unit assessments and DBAs.	Describe the data or evidence used to determine if the goal will or won't be met.	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 train the teacher on providing correct accommodations within the classroom and identify low student expectations in order to address student needs.	What, if any, adjustments must be made in order to meet the annual goal?	We need to continue to train the teacher on providing the correct accommodations. We will continue to identify the low student and address areas of need and how to address those needs.	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

Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, 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 Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	-If there are other factors or additional explanation needed, please explain here-
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Root Cause 5:	
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<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
Annual Goal:	<enter text>
Strategy:	<enter text>
How will addressing this Root Cause impact the index/indicator/CSF?	<enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: ?	Q2 Goal: ?	Q3 Goal: ?	Q4 Goal: ?
Interventions:	Interventions:	Interventions:	Interventions:
	1)	1)	1)
	2)	2)	2)

If this is your first submission (October 31st) of the 2014-2015 targeted