LEA Name:	*Pearsall ISD*
Campus Name:	*Ted Flores Elementary School*

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):

Problem statements are carried over from Section V of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.

PS 1:	According to the September istation assessment, 53% (98/103) of students in grades K-2 are meeting grade level standard for reading.	is occurring because of Root Cause #1	**Root Cause 1:**	Lack of targeted reading instruction and not enough time for student reading practice.
PS 2:	According to the STAAR 2014 test, 33% (48/146) of students in grades 3-5 are meeting the minimum required phase-in 1 level II standard for writing.	is occurring because of Root Cause #2	**Root Cause 2:**	No writing curriculum or campus-wide writing plan.
PS 3:	0	is occurring because of Root Cause #3	**Root Cause 3:**	
PS 4:		is occurring because of Root Cause #4	**Root Cause 4:**	
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/Districy 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. 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 h
are available upon request.

LEA Name:	*Pearsall ISD*
Campus Name:	*Ted Flores Elementary School*

Needs Assessment Summary and Improvement Plan

Root Cause 1:	Lack of targeted reading instruction and not enough time for student reading practice.			
Index Number:	☑ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		**Annual Goal:**	83% of TFE students will be at or above grade level in reading.
			Strategy:	Implement guided reading and reading practice time with fidelity and consistency.
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☑ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☑ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☑ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?**	The principal is now leading the teachers through monthly monitoring of student reading prog reliable data. The school leader is implementing campus-wide guided reading groups to targ move students to the next reading level every 3-6 weeks. The campus has also added minu school day and added time for teachers to meet and plan reading instruction based on the a these interventions will result in improved academic performance in reading, increased numl standard for reading progress, increased numbers of Hispanic and economically disadvanta gains, and advanced students continuing to advance in their reading abilities.

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:	55% of students (~10/18 per class) will be reading at or above grade level according to istation.	**Q2 Goal:**	61% of students (~11/18 per class) will be reading at or above grade level according to istation.	**Q3 Goal:**	72% of students (~13/18 per class) will be reading at or above grade level according to istation.	**Q4 Goal:**	83% of students (~15/18 p or above grade level accor
Interventions:		**Interventions:**		**Interventions:**		**Interventions:**	
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.	Establish baseline data on student reading levels (Fountas and Pinnel through istation).	1)	Monitor reading level progress every 4 weeks using istation	1)	Monitor reading level progress every 4 weeks using istation	1)	Monitor reading level progr istation
	100% of teachers will be trained in guided reading instruction.	2)	Implement guided reading in the classrooms	2)	Implement and adjust guided reading as needed in response to data.	2)	Create a deliberate summe gaps
	Restructure reading block to 150 minutes.	3)	Continue restructured reading blocks and increase independent reading minutes.	3)	Continue restructured reading blocks and increase independent reading minutes .	3)	Continue restructured read independent reading minut
	Identify Tier 2-3 students and establish schedule for support from RTI staff.	4)	Meet to update Tier 2-3 student progress every 6 weeks and collect "dipstick data" every 3 weeks to check for progress.	4)	Meet to update Tier 2-3 student progress every 6 weeks and collect "dipstick data" every 3 weeks to check for progress.	4)	Meet to update Tier 2-3 stu weeks and collect "dipstick check for progress.
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**	
1)	Istation and Fountas and Pinnell monthly reports	1)	Istation monthly reports	1)	Istation monthly reports	1)	Istation monthly reports
2)	Sign-in sheets	2)	Walk-throughs	2)	Walk-throughs	2)	Reading Plans
3)	Revised daily reading block schedule	3)	Random checks during reading blocks and Lesson Plans	3)	Random checks during reading blocks and Lesson Plans	3)	Random checks during rea Plans
4)	Teacher/ss Tier 2-3 schedule	4)	RTI meeting schedule	4)	RTI meeting schedule	4)	RTI schedule

LEA Name:	*Pearsall ISD*
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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 Report**		**Q3 Report**		**Q4 Report**	
Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	Yes	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.	According to the latest istation monthly assessment data, 55% of students (~10/18 per class) are reading at or above grade level for this point in the year. All students in grades K-2 have been assessed for reading levels in grades K-2. Profession 100% of teachers have been trained in guided reading instruction. According to the	Describe the data or evidence used to determine if the goal will or won't be met.	According to the latest istation monthly assessment data, 66% of students (~12/18 per class) are reading at or above grade level for this point in the year, surpassing the Q2 goal. According to the posted daily schedules, reading blocks continue to be 150 minutes. There is now an RTI staff member for every grade. A total of 92 tier 3 students are being served in RTI in Q2 and 5 students have been exited. Nineteen students have moved from Tier 2 to Tier 1, and 10 have been competely exited	Describe the data or evidence used to determine if the goal will or won't be met.	According to the latest istation monthly assessment data, 73% of students (~13/18 per class) are reading at or above grade level for this point in the year, meeting the Q3 goal. The Kindergarten currently has 100% of students reading at grade level. According to the posted daily schedules, reading blocks continue to be 150 minutes. With an RTI teacher in every grade level, currently there are 18 Tier 3 students, 22 tier 2, and 60 tier 1 students. 115 walk-	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?	Teachers discovered a performance mis-match between Fountas and Pinnel assessments and istation assessments. We hypothesized that the high accuracy rate for passing an F and P assessment (95%) was causing teachers to hold students back from advancing to the next reading	What, if any, adjustments must be made in order to meet the annual goal?	We will bring in specialists to model guided reading instruction and set up a schedule for peer observations so that some 1st and 2nd grade teachers can witness effective guided reading instruction in the classroom. We are also asking classes with 50% or more failure rate to begin tutoring at least twice a week if not more.	What, if any, adjustments must be made in order to meet the annual goal?	The campus will continue to support more intentionality and purpose in guided reading. The admin team will monitor specifc guided reading lesson plans to ensure that guided reading is happening in a purposeful and deliberate way.	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?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation n

LEA Name:	*Pearsall ISD*
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Needs Assessment Summary and Improvement Plan

Root Cause 2:	No writing curriculum or campus-wide writing plan.

Index Number:	☑ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		**Annual Goal:**	70% of students (13/18) will score a “3” or higher according to the campus rubric (adapted fi least 2 essays.
			Strategy:	Implement a K-5 writing curriculum and campus-wide writing plan.
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☑ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?**	The adoption, implementation, and alignment of a concrete writing plan from K-5th grade wi receive progressive instruction in writing throughout the elementary years in preparation for r

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:	Collect multiple writing samples from all students in grades K-2.	**Q2 Goal:**	50% of students (9/18) will meet the minimum standard or higher according to the grade level writing rubrics (adapted from STAAR rubric) on at least 1 composition.	**Q3 Goal:**	60% of students (11/18) will meet the minimum standard or higher according to the campus rubric (adapted from STAAR rubric) on at least 2 compositions.	**Q4 Goal:**	70% of students (13/18) wi standard or higher accordir (adapted from STAAR rubr
Interventions:		**Interventions:**		**Interventions:**		**Interventions:**	
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.	Select a K-5 writing curriculum package.	1)	Introduce and implement the new K-5 materials.	1)	Continue to implement the new K-5 materials.	1)	Reflect on the impact of th materials.
	Provide initial PD to all teachers on using writing in K-2.	2)	PD on vertical alignment of writing, use of rubrics, establishing criteria, etc.	2)	Implement WTL in the classrooms.	2)	Continue to use WTL with i
	Increase the frequency and quality of wrting opportunities for students in grades K-2.	3)	Establish and implement writing folders to archive student work.	3)	All 1st-2nd grade students will revise 2 writing samples for a higher score.	3)	All 1st-2nd grade students for a higher score.
	Collect and curate writing resources and materials for increasing writing in K-2 classrooms.	4)	Create/Select campus writing rubrics and establish baseline writing data for all K-2nd graders.	4)	Continuing evaluation and calibration of student writing using established writing rubrics.	4)	Continuing evaluation and writing using established wi
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**	
1)	Order slip for materials	1)	New writing materials	1)	Lesson plans and walk throughs	1)	Survey on the writing curric
2)	Sign-in sheets	2)	Weekly audit of Writing-to-Learn.	2)	Weekly audit of Writing-to-Learn.	2)	Weekly audit of Writing-to-
3)	Writing samples	3)	Random checks during writing blocks and Lesson Plans	3)	Students writing samples to account for improvement	3)	Student writing samples to
4)	Writing resources	4)	Sign-in sheets	4)	Planning meeting agendas, student scores	4)	Planning meeting agendas

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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 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	Yes	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.	The campus has selected to purchase the Kemah Writing Academy curriuculum for grades K-5. Those materials have been ordered. The majority of teachers have attended a writing PD and are instituting more writing in the classroom as evidenced by the collection of writing samples in every grade. Recently, teachers have been	Describe the data or evidence used to determine if the goal will or won't be met.	300/491 students K-2 (62%) are meeting minimum standard for writing according to grade level writing rubrics. On Novemebr 5th, 27/29 teachers in K-2 attended a writing PD focused on verticle alignment, evaluation, and monitoring. Each grade level has selected/created a student friendly writing rubric that is aligned with TEKS and the other grade levels. Each rubric includes EOY expectations, clear and specific criteria, and an equitable scoring guide. Based on these rubrics, the	Describe the data or evidence used to determine if the goal will or won't be met.	354/491 students K-2 (72%) are meeting minimum standard for writing according to grade level writing rubrics. This includes 75% of kindergarten, 63% of 1st grade, and 79% of 2nd grade. Both grades K and 2 are scoring at least 3 writing samples per six-week marking period. The 1st grade has also made content adjusments to their rubric. 115 walk-throughs were conducted by the administration with about 50% focused on reading/writing blocks.	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?	The teachers are currently working on creating/selecting a common rubric for use in aligning, evaluating, and monitoring student writing progress. They will attend a PD on November 5th to assist with this process. . They will begin to formally assess and archive K-2 writing samples in	What, if any, adjustments must be made in order to meet the annual goal?	In the next quarter, we will measure the number of students scoring standard on 2 or more compositions. Teachers will begin bringing student writing samples and rubrics to parent conferences.The kindergarten teacher using guided writing will share and train colleagues in the lower grades.	What, if any, adjustments must be made in order to meet the annual goal?	Teachers will continue to reflect on the teaching of writing and the use of student-friendly rubrics. They will continue to tweak rubrics and calibrate writing evaluation to ensure that everyone is clear on writing expectations for each grade level.	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?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation n

Root Cause 3:				
Index Number:	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		**Annual Goal:**	<enter text>
			Strategy:	<enter text>
Critical Success Factors (CSFs)/ **ESEA Turnaround Principles (TPs)/** **Major Systems**	☐ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?**	<enter text>

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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)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Interventions:		**Interventions:**		**Interventions:**		**Interventions:**	
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.		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
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**	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

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 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
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.		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?		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?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation n

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Needs Assessment Summary and Improvement Plan

Root Cause 4:				
Index Number:	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		**Annual Goal:**	<enter text>
			Strategy:	<enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☐ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?**	<enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:		**Q2 Goal:**		**Q3 Goal:**		**Q4 Goal:**	
Interventions:		**Interventions:**		**Interventions:**		**Interventions:**	
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.		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
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**	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

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 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select

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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.		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?		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?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation n

Root Cause 5:			
Index Number:	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness	**Annual Goal:**	<enter text>
		Strategy:	<enter text>
Critical Success Factors (CSFs)/ **ESEA Turnaround Principles (TPs)/** **Major Systems**	☐ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	**How will addressing this Root Cause impact the index/indicator/CSF?**	<enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:		**Q2 Goal:**		**Q3 Goal:**		**Q4 Goal:**	
Interventions:		**Interventions:**		**Interventions:**		**Interventions:**	
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.		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	

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Needs Assessment Summary and Improvement Plan

		4)		4)		4)	
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**	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

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 Report**		**Q3 Report**		**Q4 Report**	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
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.		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?		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?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation n

Root Cause 6:				
Index Number:	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		**Annual Goal:**	<enter text>
			Strategy:	<enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☐ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?**	<enter text>

LEA Name:	*Pearsall ISD*
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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)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Interventions:		**Interventions:**		**Interventions:**		**Interventions:**	
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.		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
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**	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

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 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
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.		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?		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?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation n

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Root Cause 7:				
Index Number:	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		**Annual Goal:**	<enter text>
			Strategy:	<enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☐ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?**	<enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Interventions:		**Interventions:**		**Interventions:**		**Interventions:**	
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.		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
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**	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

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 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select

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Needs Assessment Summary and Improvement Plan

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.		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?		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?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation n

Root Cause 8:			
Index Number:	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness	**Annual Goal:**	<enter text>
Strategy:	<enter text>		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☐ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	**How will addressing this Root Cause impact the index/indicator/CSF?**	<enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Interventions:		**Interventions:**		**Interventions:**		**Interventions:**	
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.		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	

LEA Name:	*Pearsall ISD*
Campus Name:	*Ted Flores Elementary School*

Needs Assessment Summary and Improvement Plan

		4)		4)		4)	
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**	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

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 Report**		**Q3 Report**		**Q4 Report**	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
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.		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?		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?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation n

Root Cause 9:				
Index Number:	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		**Annual Goal:**	<enter text>
			Strategy:	<enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☐ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?**	<enter text>

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Campus Name:	*Ted Flores Elementary School*

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)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Interventions:		**Interventions:**		**Interventions:**		**Interventions:**	
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.		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
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**	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

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 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
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.		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?		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?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation n

LEA Name:	*Pearsall ISD*
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Root Cause 10:				
Index Number:	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		**Annual Goal:**	<enter text>
			Strategy:	<enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	☐ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?**	<enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:		**Q2 Goal:**		**Q3 Goal:**		**Q4 Goal:**	
Interventions:		**Interventions:**		**Interventions:**		**Interventions:**	
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.		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
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**	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

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 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select

LEA Name:	*Pearsall ISD*						
Campus Name:	*Ted Flores Elementary School*						
Needs Assessment Summary and Improvement Plan							
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.		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?		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?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation n

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