

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): <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:	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/Districty 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:	<input checked="" 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			Annual Goal:	83% of TFE students will be at or above grade level in reading.		
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 checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers			Strategy:	Implement guided reading and reading practice time with fidelity and consistency.		
				How will addressing this Root Cause impact the index/indicator/CSF?	The principal is now leading the teachers through monthly monitoring of student reading progress to ensure reliable data. The school leader is implementing campus-wide guided reading groups to target and move students to the next reading level every 3-6 weeks. The campus has also added minutes to the school day and added time for teachers to meet and plan reading instruction based on the data. These interventions will result in improved academic performance in reading, increased numbers of students meeting or exceeding standard for reading progress, increased numbers of Hispanic and economically disadvantaged students meeting or exceeding standard, 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.
	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 progress every 4 weeks using 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 summer reading program to address 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 reading blocks and increase independent reading minutes.
	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 student progress every 6 weeks and collect "dipstick data" every 3 weeks to 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 interventions?	
1) Istation and Fountas and Pinnel 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 reading blocks and Lesson Plans	
4) Teacher/ss Tier 2-3 schedule		4) RTI meeting schedule		4) RTI meeting schedule		4) RTI schedule	

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Campus Name: <i>Ted Flores Elementary School</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?	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 completely 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	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 specific 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?	<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 n		

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Needs Assessment Summary and Improvement Plan			
Root Cause 2:	No writing curriculum or campus-wide writing plan.		
Index Number:	<input checked="" 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		Annual Goal: 70% of students (13/18) will score a "3" or higher according to the campus rubric (adapted from STAAR) on at least 2 essays.
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 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		Strategy: Implement a K-5 writing curriculum and campus-wide writing plan.
			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 will receive progressive instruction in writing throughout the elementary years in preparation for STAAR.
Interventions by Quarter			
	Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)
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:		Q4 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.
	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) 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.
	2) 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.
	3) Increase the frequency and quality of writing 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.
	4) 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.
	Interventions:	Interventions:	Interventions:
	1) Reflect on the impact of the materials.	1)	1) Reflect on the impact of the materials.
	2) Continue to use WTL with i	2)	2) Continue to use WTL with i
	3) All 1st-2nd grade students for a higher score.	3)	3) All 1st-2nd grade students for a higher score.
	4) Continuing evaluation and (writing using established w	4)	4) Continuing evaluation and (writing using established w
	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
	1) Order slip for materials	1) New writing materials	1) Lesson plans and walk throughs
	2) Sign-in sheets	2) Weekly audit of Writing-to-Learn.	2) Weekly audit of Writing-to-Learn.
	3) Writing samples	3) Random checks during writing blocks and Lesson Plans	3) Students writing samples to account for improvement
	4) Writing resources	4) Sign-in sheets	4) Planning meeting agendas, student scores
			What data was collected to monitor
			1) Survey on the writing curric
			2) Weekly audit of Writing-to-
			3) Student writing samples to
			4) Planning meeting agendas

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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?	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 curriculum 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 November 5th, 27/29 teachers in K-2 attended a writing PD focused on vertical 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 adjustments 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	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?	<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 n
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Root Cause 3:	
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>

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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:
<p style="color: red; font-size: small;">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.</p>	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	Q2 Report	Q3 Report	Q4 Report
<p style="color: red; font-size: small;">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.</p>			
Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?
Select	Select	Select	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	<p>If YES, to what do you attribute your success?</p> <p>If NO, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of 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 n

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Root Cause 4:			
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:
<i>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.</i>	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	Q2 Report	Q3 Report	Q4 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>			
Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?
Select	Select	Select	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?	<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 n
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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:				
		1)	1)	1)
		2)	2)	2)
		3)	3)	3)

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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	4)
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
1)	1)
2)	2)
3)	3)
4)	4)
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? 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
Root Cause 6:	
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>

LEA Name: <i>Pearsall ISD</i>			
Campus Name: <i>Ted Flores Elementary School</i>			
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:
<p style="color: red; font-size: small;">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.</p>	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 <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? 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?	<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 n

LEA Name: <i>Pearsall ISD</i>			
Campus Name: <i>Ted Flores Elementary School</i>			
Needs Assessment Summary and Improvement Plan			
Root Cause 7:			
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:
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 <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? 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

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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?	<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 n
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Root Cause 8:					
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		Annual Goal:	<enter text>	
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		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:
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 <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?	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?	<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 n
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Root Cause 9:	
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>

LEA Name: <i>Pearsall ISD</i>			
Campus Name: <i>Ted Flores Elementary School</i>			
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:
<p style="color: red; font-size: small;">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.</p>	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	Q2 Report	Q3 Report	Q4 Report
<p style="color: red; font-size: small;">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.</p>			
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?	<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 n

LEA Name: <i>Pearsall ISD</i>			
Campus Name: <i>Ted Flores Elementary School</i>			
Needs Assessment Summary and Improvement Plan			
Root Cause 10:			
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:
<i>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.</i>	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 <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? 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

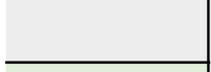
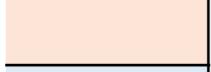
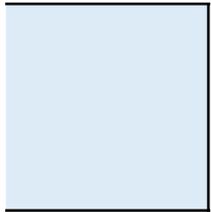
LEA Name:	Pearsall ISD
Campus Name:	Ted Flores Elementary School

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



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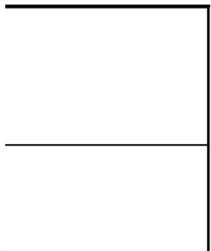
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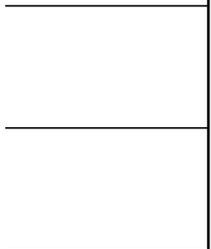
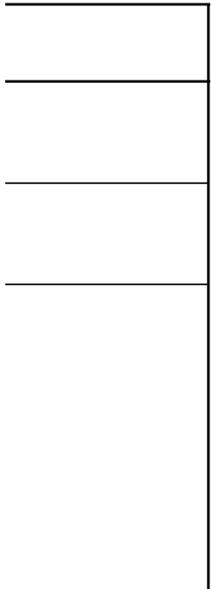
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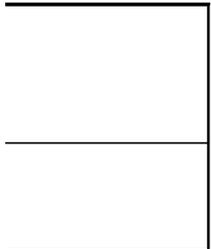
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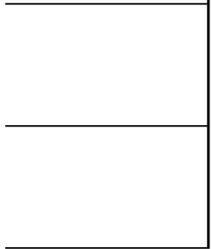
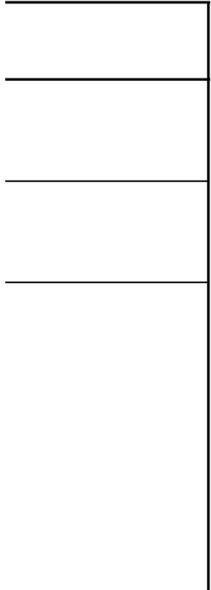
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