

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 6	170902	Conroe ISD	000000104	Sam Houston Elementary

Needs Assessment Summary and Improvement Plan

Definition Purpose: After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:
 Step 1: Clarify and prioritize problem statements
 Step 2: Establish the purpose of assessing root causes and establish the team
 Step 3: Gather data
 Step 4: Review data analysis
 Step 5: Root cause analysis
 The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	56% of all students met Level II on the 2016 STAAR Reading Assessment.	is occurring because of Root Cause #1	Root Cause 1:	Inconsistent schoolwide implementation of Guided Reading.
	PS 2:	52% of all students met level II on the 2016 STAAR Writing assessment.	is occurring because of Root Cause #2	Root Cause 2:	Inconsistent schoolwide implementation of Writer's Workshop including Mentor Sentences.
	PS 3:	The campus received an Index 2 score of a 27, which was five points below the state target.	is occurring because of Root Cause #3	Root Cause 3:	Inconsistent schoolwide understanding of measuring student progress.
	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	<Enter text>
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	<Enter text>
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

Identified and Prioritized Root Causes:
 It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system.
If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to this review.

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

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

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 6	District Number: 170902	District Name: Conroe ISD	Campus Number: 00000104	Campus Name: Sam Houston Elementary
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Needs Assessment Summary and Improvement Plan

Problem Statement 1:	56% of all students met Level II on the 2016 STAAR Reading Assessment.	Annual Goal:	65% of all eligible students will meet the phase-in II standard for the 2017 Reading STAAR Assessment.
Root Cause 1:	Inconsistent schoolwide implementation of Guided Reading.	Strategy:	Implement Guided Reading with consistency and fidelity.
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		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	When small group Guided Reading is implemented with fidelity, students have an opportunity to be exposed to the correct level of rigor. Teachers also have the opportunity to be more diagnostic in a student's area of weakness and strength. This instructional model also builds positive relationships between teachers and students, which impacts learning.

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Provide all teachers with Guided Reading staff development and ensure that all teachers have access to appropriate materials for Guided Reading instruction.	Q2 Goal:	100% of teachers implement daily Guided Reading instruction.	Q3 Goal:	62% of all eligible students receive a phase-in Level II passing 2017 STAAR score on the Middle of the Year District benchmark.	Q4 Goal:	Increased implementation of effective Guided Reading instruction results in an increased percentage of students meeting the 2017 STAAR Reading phase-in Level II performance.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Conduct staff development at the campus and/or district level on Guided Reading.	1)	Conduct focused walkthroughs by administrators to ensure Guided Reading instruction implementation.	1)	Disaggregate district and campus assessment data to identify students who have not met the phase-in II Reading STAAR standard.	1)	Students chart their progress toward meeting the passing standard on state, district, and campus reading assessments.
2)	Ensure that all teachers have appropriate materials and purchase any additional materials needed for Guided Reading instruction.	2)	Teachers document student progress during Guided Reading.	2)	Utilize disaggregated data to provide re-teach and intervention opportunities for students in identified areas of need.	2)	Conduct walkthroughs and provide teachers with meaningful feedback on the depth and development of Guided Reading instruction.
3)	Organize existing and new materials for Guided Reading instruction so that teachers can easily access and track where materials are located.	3)	Provide teachers with meaningful feedback on walkthroughs, lesson plans, and student documentation.	3)	Provide Saturday tutorial sessions for targeted students to address areas of need.	3)	Provide Saturday tutorial sessions for targeted students to address areas of need.
4)	Develop a calendar of future staff development dates for Guided Reading that will assist teachers in their ongoing development of Guided Reading instruction.	4)		4)	Conduct walkthroughs and provide teachers with meaningful feedback on the depth and development of Guided Reading instruction.	4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Sign-in sheets from staff development	1)	Walkthrough forms	1)	Data notebooks and disaggregated data	1)	Student data binders
2)	Inventory and/or invoices for Guided Reading materials	2)	Anecdotal notes/running records	2)	Lesson plans	2)	Walkthrough and conference records
3)	Explanation to staff of organization and check-out procedures for the Guided Reading library	3)	Conference notes	3)	Attendance records from tutorial sessions	3)	Attendance records from tutorial sessions
4)	Calendar and plan for staff development	4)		4)	Walkthrough and conference records	4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input checked="" type="checkbox"/> Data Analysis Process <input checked="" type="checkbox"/> (Specific) Interventions <input checked="" type="checkbox"/> Data Quality <input checked="" type="checkbox"/> Annual Goals <input checked="" type="checkbox"/> Appropriate Strategy <input checked="" type="checkbox"/> CSF/ESEA Turnaround <input checked="" type="checkbox"/> Identification of Root Cause <input checked="" type="checkbox"/> Training <input checked="" type="checkbox"/> Quarterly Planning Process <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.	<Enter text>				

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Needs Assessment Summary and Improvement Plan

Problem Statement 2:	52% of all students met level II on the 2016 STAAR Writing assessment.	Annual Goal:	65% of all eligible students will meet the phase-in II standard for the 2017 STAAR Writing Assessment.
Root Cause 2:	Inconsistent schoolwide implementation of Writer's Workshop including Mentor Sentences.	Strategy:	Implement Writer's Workshop with consistency and fidelity.
Index Number:	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
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 checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	When all teachers PK-4 implement Writer's Workshop with fidelity, students will learn developmentally appropriate writing practices that will impact their long-term success. This schoolwide awareness of explicit writing instruction will promote higher level thinking and increase students' ability to communicate through writing.

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Provide all teachers with Writer's Workshop staff development and ensure that all teachers have access to appropriate materials.	Q2 Goal:	100% of teachers implement Writer's Workshop.	Q3 Goal:	62% of all fourth grade students meet the phase-in Level II score on the Middle of the Year district writing benchmark assessment.	Q4 Goal:	Students demonstrate increased writing proficiency based on a comparison of beginning of the year writing samples to end of the year writing samples using the Lucy Calkins/ Texas Education Agency rubric.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Provide training in Writer's Workshop.	1)	Conduct focused walkthroughs by administrators to ensure Writer's Workshop implementation.	1)	Teachers rate writing samples of students, who are not in their classrooms, and debrief with their team to discuss the basis for the ratings.	1)	Teachers analyze the effectiveness of Writer's Workshop instruction through staff surveys and conferences with administration.
2)	Inventory and assess what materials need to be ordered for all teachers.	2)	Identify evidence within the classroom that demonstrates Writer's Workshop implementation.	2)	Teachers develop an intervention/enrichment plan in their Professional Learning Community to address the continuing needs of writers.	2)	Based on the outcome of staff feedback and state assessment results, the Campus Leadership Team determines staff development needs to support the ongoing professional development and growth needs of the campus for the 2017-2018 school year.
3)	Collect writing samples to assess current levels of student writing proficiency in all grade levels.	3)	Conduct a staff development on the types of conferring during Writer's Workshop with each training focused on one type.	3)	Provide Saturday tutorial sessions for targeted students to address areas of need.	3)	Students complete an end of the year writing sample to reflect on their own growth in writing. Students document their reflections in their student data notebook.
4)	Develop a calendar of future staff development dates for Writer's Workshop that would assist teachers in their ongoing professional growth.	4)	Teachers participate in training to calibrate their rating scores on expository writing.	4)	Celebrate student writing within the classroom and schoolwide to promote confidence in writing.	4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Sign-in sheets from staff development	1)	Walkthrough forms	1)	Scores from samples	1)	Conference notes and staff surveys
2)	Inventory and/or invoices for Writer's Workshop materials	2)	Anecdotal notes and teacher conference notes that shows evidence of instruction	2)	Intervention/Enrichment plan	2)	Staff Development plan
3)	Writing samples	3)	Sign-in sheets from staff developments	3)	Attendance records from tutorial sessions	3)	Writing samples and student data notebooks
4)	Calendar and plan for staff development	4)		4)	Author Celebration events and bulletin boards spotlighting writers	4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success?	<input checked="" type="checkbox"/> Data Analysis Process <input checked="" type="checkbox"/> Data Quality <input checked="" type="checkbox"/> Appropriate Strategy <input checked="" type="checkbox"/> Identification of Root Cause <input checked="" type="checkbox"/> Quarterly Planning Process <input checked="" type="checkbox"/> Ongoing Monitoring and Interventions	If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input checked="" type="checkbox"/> (Specific) Interventions <input checked="" type="checkbox"/> Annual Goals <input checked="" type="checkbox"/> CSF/ESEA Turnaround <input checked="" type="checkbox"/> Training <input checked="" type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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Needs Assessment Summary and Improvement Plan

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Problem Statement 3:	The campus received an Index 2 score of a 27, which was five points below the state target.	Annual Goal:	To receive an Index 2 score of 35 on the 2017 STAAR report.
Root Cause 3:	Inconsistent schoolwide understanding of measuring student progress.	Strategy:	Provide continuing staff development and feedback to teachers on effective intervention and enrichment during instruction.

Index Number:	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs)	<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 checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	ESEA Turnaround Principles (TPs)	
Major Systems		How will addressing this root cause impact the index/indicator/CSF?	By providing teachers with appropriate staff development on higher level questioning and effective interventions, teachers will have a variety of strategies to implement that add value to all learners.

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: 100% of teachers will identify the amount of progress that each eligible student in their class will need to make to meet and/or exceed their progress measure on the 2017 STAAR.	Q2 Goal: 100% of teachers use effective groups to place students in either enrichment or intervention in order to make progress on the 2016-2017 state assessment.	Q3 Goal: At the end of the third quarter, 40% of ALL students eligible for the progress measure will meet or exceed their projected progress based on a comparison from the beginning of the year benchmark to the middle of the year district benchmark in math and reading.	Q4 Goal: By the fourth quarter, eligible students including ELL's, Special Education, White, Hispanic and Economically Disadvantaged students will meet or exceed progress and the campus will receive an overall campus Index 2 score of a 35 or higher on the 2016 STAAR Accountability Report.

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) District Testing Director provides staff development on the Accountability System and Progress Measure. 2) Teachers given a class roster with the previous year's state assessment score and the projected progress measure for each student. 3) The district content area coordinators will provide training on Guided Reading and Guided Math to extend the level of questioning during these small group instruction times. 4)	1) District Testing Director will provide teachers with an updated class roster with the previous year's state assessment score and the projected progress measure for each student, along with campus common assessments and districts benchmarks. 2) Second through fourth grade teachers will be trained by the district testing director on the importance of accurate TELPAS ratings and how they affect student plan and progress measure performance. 3) Teachers will disaggregate data during PLC time to determine enrichment and intervention groups within a grade level. 4)	1) Teachers disaggregate data during PLC time to determine enrichment and intervention groups within a grade level. 2) District Testing Director provides teachers containing an updated class roster with the district benchmark assessment scores (beginning of the year and middle of the year) and the projected progress measure for each student, along with how much progress each child has made throughout the year. 3) Walkthroughs to ensure higher level questioning in all content areas and feedback to teachers on strengths/areas of growth for levels of questioning during instruction. 4)	1) Teachers, administrators and coaches will conference to determine effective teaching strategies implemented throughout the school year that effectively impacted student learning and progress. 2) Administrators and instructional leaders meet to determine the campus staff development needs to support overall student growth for the 2017-2018 school year. 3) 4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) Sign-in sheets and agendas from staff development opportunities for testing and assessment 2) Class rosters for all students eligible for the progress measure 3) Sign-in sheets from guided reading and guided math staff developments 4)	1) Identify students and whether they would have made progress based on the district benchmark 2) Sign-in sheets from staff development and campus visits 3) PLC data analysis sheets 4)	1) PLC data analysis sheets 2) Sign-in sheets from staff development and campus visits, as well as, data sheets provided by the District Testing Director 3) Walkthroughs and feedback evidenced in Eduphoria 4)	1) Agendas from PLC reflection meeting 2) Staff development plan for further understanding of the progress measure for the 2017-2018 school year 3) 4)

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	Q2 Report	Q3 Report	Q4 Report
Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <Enter text>
Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select	Did you meet your annual goal? Select
What, if any, adjustments must be made in order to meet the annual goal? <Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal? <Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal? <Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal? <Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th	<Enter text>	If you did meet your annual goal, to what do you attribute your success?	<input checked="" type="checkbox"/> Data Analysis Process <input checked="" type="checkbox"/> (Specific) Interventions <input checked="" type="checkbox"/> Data Quality <input checked="" type="checkbox"/> Annual Goals <input checked="" type="checkbox"/> Appropriate Strategy <input checked="" type="checkbox"/> CSF/ESEA Turnaround	Please provide additional information for the selection of	<Enter text>
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Needs Assessment Summary and Improvement Plan

quarter status of this annual goal.	<input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> Training <input type="checkbox"/> Other	Other or for any selected elements.
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.

<Enter text>

Problem Statement 4: _____ **Annual Goal:** <Enter text>

Root Cause 4: _____ **Strategy:** <Enter text>

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

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

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal. <Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements. <Enter text>
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Needs Assessment Summary and Improvement Plan

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.

Problem Statement 5:	Annual Goal:	<Enter text>
Root Cause 5:	Strategy:	<Enter text>

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

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input 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 checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct)
Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).

Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
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Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>
2) <input type="text"/>	2) <input type="text"/>	2) <input type="text"/>	2) <input type="text"/>
3) <input type="text"/>	3) <input type="text"/>	3) <input type="text"/>	3) <input type="text"/>
4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>	1) <input type="text"/>
2) <input type="text"/>	2) <input type="text"/>	2) <input type="text"/>	2) <input type="text"/>
3) <input type="text"/>	3) <input type="text"/>	3) <input type="text"/>	3) <input type="text"/>
4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>	4) <input type="text"/>

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	Q2 Report	Q3 Report	Q4 Report
Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <Enter text>
Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select	Did you meet your annual goal? Select
What, if any, adjustments must be made in order to meet the annual goal? <Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal? <Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal? <Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

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

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 6	District Number: 170902	District Name: Conroe ISD	Campus Number: 000000104	Campus Name: Sam Houston Elementary
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Needs Assessment Summary and Improvement Plan

Problem Statement 6:	Annual Goal: <Enter text>
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Root Cause 6:	Strategy: <Enter text>
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Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<ul style="list-style-type: none"> <input type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers
How will addressing this root cause impact the index/indicator/CSF?	
<Enter text>	

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
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Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
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Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

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

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	Q2 Report	Q3 Report	Q4 Report
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Did you meet this quarter's goal?	Did you meet this quarter's goal?	Did you meet this quarter's goal?	Did you meet this quarter's goal?
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Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
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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?
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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?
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End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<ul style="list-style-type: none"> <input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions 	<ul style="list-style-type: none"> <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other 	Please provide additional information for the selection of Other or for any selected elements.
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Problem Statement 7:	Annual Goal: <Enter text>
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Root Cause 7:	Strategy: <Enter text>
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Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 6	District Number: 170902	District Name: Conroe ISD	Campus Number: 000000104	Campus Name: Sam Houston Elementary
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Needs Assessment Summary and Improvement Plan

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	How will addressing this root cause impact the index/indicator/CSF?	<input type="text"/>		

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	<input type="text"/>	Did you meet this quarter's goal?	<input type="text"/>	Did you meet this quarter's goal?	<input type="text"/>	Did you meet this quarter's goal?	<input type="text"/>
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<input type="text"/>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<input type="text"/>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<input type="text"/>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<input type="text"/>
Are you on track to meet the annual goal?	<input type="text"/>	Are you on track to meet the annual goal?	<input type="text"/>	Are you on track to meet the annual goal?	<input type="text"/>	Did you meet your annual goal?	<input type="text"/>
What, if any, adjustments must be made in order to meet the annual goal?	<input type="text"/>	What, if any, adjustments must be made in order to meet the annual goal?	<input type="text"/>	What, if any, adjustments must be made in order to meet the annual goal?	<input type="text"/>	<input type="text"/>	

End of Year Reporting

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

Problem Statement 8:		Annual Goal:	<input type="text"/>
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Root Cause 8:		Strategy:	<input type="text"/>
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Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness				
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Critical Success Factors (CSFs)	<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				
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Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 6	District Number: 170902	District Name: Conroe ISD	Campus Number: 000000104	Campus Name: Sam Houston Elementary
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Needs Assessment Summary and Improvement Plan

ESEA Turnaround Principles (TPs)	<input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

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

Problem Statement 9:		Annual Goal:	<Enter text>
Root Cause 9:		Strategy:	<Enter text>
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		

Critical Success Factors (CSFs)	<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	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>
ESEA Turnaround Principles (TPs)	<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		

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 6	District Number: 170902	District Name: Conroe ISD	Campus Number: 000000104	Campus Name: Sam Houston Elementary
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Needs Assessment Summary and Improvement Plan

Interventions by Quarter

Interventions by Quarter							
Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

End of Quarter Reporting							
Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.		If you <u>did</u> meet your annual goal, to what do you attribute your success?		<ul style="list-style-type: none"> <input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions 	<ul style="list-style-type: none"> <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other 	Please provide additional information for the selection of Other or for any selected elements.	
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>						

Problem Statement 10:		Annual Goal:	<Enter text>
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Root Cause 10:		Strategy:	<Enter text>
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Index Number:	<input 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
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Critical Success Factors (CSFs)	<input type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>
ESEA Turnaround Principles (TPs)	<input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction		
Major Systems	<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		

Interventions by Quarter

Interventions by Quarter							
Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 6	170902	Conroe ISD	000000104	Sam Houston Elementary

Needs Assessment Summary and Improvement Plan

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

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

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

FIR Sustainability Questions

If your campus is identified as formerly Improvement Required (FIR), please answer the following questions regarding the sustainability of strategies that led to your success.

What strategies, processes, and/or systems has the campus identified as making the greatest impact in moving the campus to a Met Standard rating?	<Enter text>
What plans are in place to sustain these strategies, processes, and/or systems?	<Enter text>