

LEA Name:	Longview ISD
Campus Name:	Johnston-McQueen Elementary

Needs Assessment Summary and Improvement Plan

Definition/Purpose: After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:

Step 1: Clarify and prioritize problem statements
 Step 2: Establish the purpose of assessing root causes and establish the team
 Step 3: Gather data
 Step 4: Data analysis
 Step 5: Root cause analysis

The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

Problem Statements (PS): <i>Problem statements are carried over from Section V of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	African American students scored significantly lower than White and Hispanic students in reading, math, writing, and science.	is occurring because of Root Cause #1	Root Cause 1:	Teachers need differentiated strategies that target economically disadvantaged children, especially African American, and cultural awareness development.
	PS 2:	More students need to score at the Advanced Standard in reading, writing, and science.	is occurring because of Root Cause #2	Root Cause 2:	The instruction in reading, writing, and science is not at the rigor level demanded by the TEKS.
	PS 3:		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/District IP is critical to overall success, the targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. 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 are available upon request.

LEA Name: Longview ISD		Campus Name: Johnston-McQueen Elementary	
Needs Assessment Summary and Improvement Plan			
Root Cause 1:	Teachers need differentiated strategies that target economically disadvantaged children, especially African American, and cultural awareness professional development.		
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" 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:	Increase African American students' achievement by 10% in all core content areas.
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 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	Strategy:	Provide instructional strategies and cultural awareness for teachers through professional development grade level, and vertical team meetings.
		How will addressing this Root Cause impact the index/indicator/CSF?	African American students have scored significantly lower in core content subjects than their peers. Teachers need to find strategies that work especially well with AA students. Sharing in PLC, faculty, grade level, and vertical team meetings will ensure that all teachers will receive. Also, teachers need to know how to engage all students, including the African American male need to understand the differences in cultures and work to the strengths of the cultures. The successful strategies to involve the family and community in the education of the children. TI recent journal articles on these topics with the staff to provide "food for thought." The District prominent African American speakers to the campus to build teachers' cultural awareness.
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:
	Increase African American students' achievement by 6% in all core content areas.	Increase African American students' achievement by 10% in all core content areas.	Increase African American students' achievement by 10% in all core content areas.
Interventions:	Interventions:	Interventions:	Interventions:
<p>Teachers are sharing data from the first common assessments in PLCs; teachers share PD and successful core strategies from workshops, etc. Teachers will track the progress of their students and report this to the Principal at a designated period during the six weeks. The curriculum specialist is coaching teachers to raise rigor and differentiate strategies, especially for AA students.</p> <p>In science, labs are required in grades K-5; 5th grade has 3 labs each week. A short formative assessment is given after each lab - 2 multiple choice questions and one open-ended question. Academic vocabulary is displayed on Word Walls. K-2 will use Brain Pop, a web-based program with science activities.</p> <p>Classworks is used 45 minutes each week to strengthen math and science skills and to differentiate curriculum and close knowledge gaps.</p> <p>The focus on the improvement of math facts to ensure conceptual mathematic reasoning and thinking is done daily, and timed assessments are given weekly.</p> <p>Continue balanced reading literacy curriculum, especially in K-2, to enhance reading comprehension through read-alouds, shared reading and writing, guided reading and writing, literature circles, and independent reading with an emphasis on vocabulary, critical thinking, and fluency.</p>	<p>Teachers are sharing data from common assessments in PLCs; teachers share PD and successful core strategies from workshops, etc. Teachers will track the progress of their students and report this to the Principal each weeks. The curriculum specialist is coaching teachers to raise rigor and differentiate strategies, especially for AA students.</p> <p>In science, labs are required in grades K-5; 5th grade has 3 labs each week. A short formative assessment is given after each lab - 2 multiple choice questions and one open-ended question. Academic vocabulary is displayed on Word Walls.</p> <p>K-2 will use Brain Pop, a web-based program with science activities.</p> <p>Power Writing activities occur each month. 1st semester involves grades 1-5. A day is designated for campus writing, using the same prompt. A writing rubric is used, and each paper is scored by two teachers. Scores are turned in to the Curriculum Specialist who is keeping a portfolio on the prompts and the scores.</p> <p>Students are taken on field trips to expand experiences. 5th grade students are required to complete an academic activity upon their return. All field trips are linked to academic TEKS.</p> <p>The District is bringing Mr. Ako Kambo to the campus to train teachers on cultural awareness and how to motivate certain groups of children with similar characteristics.</p> <p>A Johnston McQueen teacher will conduct professional development on cultural awareness and working with African American students in the classroom.</p>	<p>Teachers are sharing data from common assessments in PLCs; teachers share PD and successful core strategies from workshops, etc. Teachers will track the progress of their students and report this to the Principal each weeks. The curriculum specialist is coaching teachers to raise rigor and differentiate strategies, especially for AA students. Administer the STAAR tests. Administer the STAAR tests.</p> <p>Power Writing activities occur each month. 2nd semester involves grades K-5. A day is designated for campus writing, using the same prompt. A writing rubric is used, and each paper is scored by two teachers. Scores are turned in to the Curriculum Specialist who is keeping a portfolio on the prompts and the scores.</p> <p>In science, labs are required in grades K-5; 5th grade has 3 labs each week. A short formative assessment is given after each lab - 2 multiple choice questions and one open-ended question. Academic vocabulary is displayed on Word Walls. K-2 will use Brain Pop, a web-based program with science activities.</p> <p>The focus on the improvement of math facts to ensure conceptual mathematic reasoning and thinking is done daily, and timed assessments are given weekly.</p> <p>Continue balanced reading literacy curriculum, especially in K-2, to enhance reading comprehension through read-alouds, shared reading and writing, guided reading and writing, literature circles, and independent reading with an emphasis on vocabulary, critical thinking, and fluency.</p>	<p>Analyze STAAR results.</p> <p>Evaluate the PLC process. changes for the 2015-2016</p> <p>Evaluate the Power Writing Compare to STAAR writing</p> <p>Share writing portfolios with</p> <p>Evaluate science lab process STAAR scores.</p> <p>Analyze STAAR math results</p> <p>Analyze STAAR reading results</p> <p>Analyze TPRI results.</p> <p>Analyze the Johnston McQ 5.</p>
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor

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

LEA Name: <i>Longview ISD</i>	
Campus Name: <i>Johnston-McQueen Elementary</i>	
Needs Assessment Summary and Improvement Plan	
1) PLC agendas and minutes; handouts from trainings; student progress forms; Curriculum Specialist's daily schedule	1) PLC agendas and minutes; handouts from trainings; student progress forms; Curriculum Specialist's daily schedule
2) Lab schedules; lesson plans; formative assessment results; word walls in every classroom; Brain Pop results	2) Lab schedules; lesson plans; formative assessment results; word walls in every classroom; Brain Pop results
3) Classworks schedules; Classworks data results	3) Power Writing schedules; writing rubrics; list of writing prompts; student essays; portfolios; writing data
4) Weekly timed assessment results; lesson plans for math and reading; walk through notes	4) Schedule of speakers; any handouts associated with the presentations; agenda items for PLC discussions
1) PLC agendas and minutes; handouts from trainings; student progress forms; Curriculum Specialist's daily schedule	1) PLC agendas and minutes; handouts from trainings; student progress forms; Curriculum Specialist's daily schedule
2) Power Writing schedules; writing rubrics; list of writing prompts; student essays; portfolios; writing data	2) Power Writing schedules; writing rubrics; list of writing prompts; student essays; portfolios; writing data
3) Lab schedules; lesson plans; formative assessment results; word walls in every classroom; Brain Pop results	3) Lab schedules; lesson plans; formative assessment results; word walls in every classroom; Brain Pop results
4) Weekly timed assessment results; lesson plans for math and reading; walk through notes	4) Weekly timed assessment results; lesson plans for math and reading; walk through notes
1) DMAC and/or Pearson data PLC members	1) DMAC and/or Pearson data PLC members
2) DMAC data sheets; staff e process; the two last essay portfolios for teachers to vi	2) DMAC data sheets; staff e process; the two last essay portfolios for teachers to vi
3) Science survey; STAAR sc	3) Science survey; STAAR sc
4) STAAR math data; STAAF on grades K-2; survey on J Refined program placed in	4) STAAR math data; STAAF on grades K-2; survey on J Refined program placed in

LEA Name: <i>Longview ISD</i>			
Campus Name: <i>Johnston-McQueen Elementary</i>			
Needs Assessment Summary and Improvement Plan			
End of Quarter Reporting			
Q1 Report <i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</i>		Q2 Report	
Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	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?	
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?	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	
End of Year Reporting			
Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training
			<If there are other factors or additional explanation here>

LEA Name: Longview ISD			
Campus Name: Johnston-McQueen Elementary			
Needs Assessment Summary and Improvement Plan			
Root Cause 2:	The instruction in reading, writing, and science is not at the rigor level demanded by the TEKS.		
Index Number:	<input 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		
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		
Annual Goal:	Increase the number of students scoring at the Advanced Standard in reading, writing, and science by 8%.		
Strategy:	Teachers will instruct at the cognitive levels of the verbs in the TEKS for that subject.		
How will addressing this Root Cause impact the index/indicator/CSF?	Johnston McQueen Elementary has done a commendable job of preparing students for the standard. However, more students should be achieving at the Advanced Standard. By increasing classrooms by teaching at the cognitive levels of the verbs, activities will require students to create products that are challenging. Using the District's Phase-in Templates, teachers will use common assessment those students who are growing cognitively and will be able to group them for challenging work. The Principal and Campus Leadership Team will share higher level critique gained from STAAR4Ward webinars from the Leading the Learning series, with the staff. Two levels of tutorials: one for remediation and one for enrichment and growth. Through Family involve parents in activities that they can use to promote growth and achievement in their child involved in field trips during the year to places such as EcoLand in Tyler, Sci-Port, Tyler Zoo Discovery Science Center, Kilgore Oil Museum, and the Planetarium in Tyler for enrichment will continue to receive professional development in areas of focus or deficiency, making the		
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:
Increase the number of students scoring at the Advanced Standard in reading, writing, and science by 5%.	Increase the number of students scoring at the Advanced Standard in reading, writing, and science by 8%.	Increase the number of students scoring at the Advanced Standard in reading, writing, and science by 8%.	Increase the number of students scoring at the Advanced Standard in reading, writing, and science by 8%.
Interventions:	Interventions:	Interventions:	Interventions:
<p>Identify those students who scored in Quintiles 4 and 5 on the 2014 spring STAAR tests. Use the District Phase-in template.</p> <p>Two teachers were sent to Region 7 for Figure 19 training. They returned and trained the faculty on strategies for all students.</p> <p>The Campus Leadership Team is participating in the Lead4Ward Leading the Learning series. The 3rd (November) webinar focused on the use of Quintiles, especially working with students in Quintiles 4 and 5. This was presented to the faculty during their PLC meetings.</p> <p>5th grade science is conducting enrichment tutorials for potential Level III students.</p>	<p>Beginning 2nd quarter, there will be No Worksheets Wednesday. All class activities are hands-on, using manipulatives and higher order thinking skills.</p> <p>1) Design engaging and rigorous math activities based on lesson planning strategies from Dr. Shirley Johnson. Monitor lesson plans to ascertain if objectives and activities are at the same cognitive level as the TEKS require.</p> <p>2) PLCs are held bi-monthly so that teachers can share ideas and strategies for working with higher level students to encourage critical thinking. Any new strategies learned through PD is shared by that teacher with the rest of the PLC and/or faculty.</p> <p>3) Enrichment tutorials will be held with Quintile 4 and 5 students in small groups to challenge their critical thinking skills. Analyze common assessments to determine how many Quintile 3 students are moving to Quintile 4, and how many Quintile 4 students are moving to Quintile 5.</p> <p>4) Administer the District Simulation. Analyze results to determine if more students are scoring at the Advanced Standard. Create new Phase-in templates, and continue tutorials for these students.</p>	<p>Continue using the lesson planning activities from Dr. Johnson. Monitor lesson plans to ascertain if objectives and activities are at the same cognitive level as the TEKS require.</p> <p>1)</p> <p>2) PLCs are held bi-monthly so that teachers can share ideas and strategies for working with higher level students to encourage critical thinking. Any new strategies learned through PD is shared by that teacher with the rest of the PLC and/or faculty.</p> <p>3) Enrichment tutorials will be held with Quintile 4 and 5 students (District Phase-in Template) in small groups to challenge their critical thinking skills. Analyze common assessments to determine how many Quintile 3 students are moving to Quintile 4, and how many Quintile 4 students are moving to Quintile 5. Begin "Novels at Noon" Literature circles.</p> <p>4) Administer the STAAR tests. Analyze results to determine if more students scored at the Advanced level.</p>	<p>Evaluate if lesson plans were used and activities matching the Set the process for lesson and put this in the faculty handbook.</p> <p>1)</p> <p>2) Evaluate the PLC process.</p> <p>3) Evaluate curriculum, strategies used, and increase the numbers of students scoring at the Advanced Standard. Refine as necessary.</p> <p>4) Analyze completely the STAAR results and enhance curriculum to reach the Advanced Standard.</p>
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor interventions?
<p>1) District Phase-in templates</p> <p>2) Registration at Region 7; certificates of completion; agenda and handouts for training</p> <p>3) Lead4Ward's STAAR4Ward Leading the Learning webinars; list of strategies from Nov. webinar on Q's 4 and 5; PLC agenda and minutes</p> <p>4) Lesson plans for tutorials</p>	<p>1) Lesson plans; walk through forms;</p> <p>2) PLC agendas and minutes; any handouts</p> <p>3) Tutorial schedules; student lists; common assessment results; new phase-in templates reflecting common assessment results</p> <p>4) District Simulation results; new Phase-in Templates based on the results</p>	<p>1) Lesson plans; walk through forms;</p> <p>2) PLC agendas and minutes; any handouts</p> <p>3) Tutorial schedules; student lists; common assessment results; new phase-in templates reflecting common assessment results; lesson plans for "Novels at Noon"</p> <p>4) STAAR results; DMAC data sheets; Pearson data sheets</p>	<p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p>

LEA Name:	Longview ISD
Campus Name:	Johnston-McQueen Elementary

Needs Assessment Summary and Improvement Plan

End of Quarter Reporting

Q1 Report <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.</small>		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 here>
--------------------------------	--------	---	--	---	---

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		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>

LEA Name: Longview ISD			
Campus Name: Johnston-McQueen Elementary			
□ 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
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.			
Are you on track to meet the annual goal?	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			

LEA Name:	Longview ISD
Campus Name:	Johnston-McQueen Elementary

Needs Assessment Summary and Improvement Plan

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 r here>
			<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"/> (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 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:
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	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)

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

LEA Name:	Longview ISD
Campus Name:	Johnston-McQueen Elementary

Needs Assessment Summary and Improvement Plan

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?	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 here>
--------------------------------	--------	---	--	---	---

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:	<input type="text" value="<enter text>"/>
Strategy:	<input type="text" value="<enter text>"/>
How will addressing this Root Cause impact the index/indicator/CSF?	<input type="text" value="<enter text>"/>

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: <input type="text" value="?"/>	Q2 Goal: <input type="text" value="?"/>	Q3 Goal: <input type="text" value="?"/>	Q4 Goal: <input type="text" value="?"/>
Interventions:	Interventions:	Interventions:	Interventions:

LEA Name:	Longview ISD
Campus Name:	Johnston-McQueen Elementary

Needs Assessment Summary and Improvement Plan

<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 here>
--------------------------------	--------	---	--	---	---

Root Cause 6:	
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress
	Annual Goal: ? <enter text>

LEA Name: Longview ISD			
Campus Name: Johnston-McQueen Elementary			
Needs Assessment Summary and Improvement Plan			
<input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Strategy: <input type="text" value="<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	How will addressing this Root Cause impact the index/indicator/CSF? <input type="text" value="<enter text>"/>		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
<input type="text" value="?"/>	<input type="text" value="?"/>	<input type="text" value="?"/>	<input type="text" value="?"/>
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? <input type="text" value="Select"/>	Are you on track to meet the annual goal? <input type="text" value="Select"/>	Are you on track to meet the annual goal? <input type="text" value="Select"/>	Are you on track to meet the annual goal? <input type="text" value="Select"/>

LEA Name:	Longview ISD
Campus Name:	Johnston-McQueen Elementary

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"/> 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 here>
--------------------------------	---------------	---	--	---	---

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		Annual Goal: ?	<center 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: ?	<center text>	
			How will addressing this Root Cause impact the index/indicator/CSF? ?	<center 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:	Longview ISD
Campus Name:	Johnston-McQueen Elementary

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 r here>
--------------------------------	--------	---	--	---	---

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> Strategy: ? <enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)	<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: Redesign School Calendar		How will addressing this Root Cause ? <enter text>

LEA Name: Longview ISD			
Campus Name: Johnston-McQueen Elementary			
Needs Assessment Summary and Improvement Plan			
LCOLA Fundamental Principles (11/13/14) Major Systems	<input type="checkbox"/> CSF 4-Increase Learning Time/LCOLA TP: Redesignated 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			
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	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?	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			

LEA Name: <i>Longview ISD</i>	
Campus Name: <i>Johnston-McQueen Elementary</i>	
Needs Assessment Summary and Improvement Plan	
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 here>	

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:	<input type="text" value="?"/> <enter text>
Strategy:	<input type="text" value="?"/> <enter text>
How will addressing this Root Cause impact the index/indicator/CSF?	<input type="text" value="?"/> <enter text>

Interventions by Quarter							
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:	<input type="text" value="?"/>	Q2 Goal:	<input type="text" value="?"/>	Q3 Goal:	<input type="text" value="?"/>	Q4 Goal:	<input type="text" value="?"/>
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)	1)	1)	1)	1)
	2)	2)	2)	2)	2)	2)	2)
	3)	3)	3)	3)	3)	3)	3)
	4)	4)	4)	4)	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)	

LEA Name:	Longview ISD
Campus Name:	Johnston-McQueen Elementary

Needs Assessment Summary and Improvement Plan

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?	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

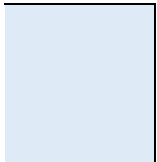
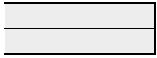
Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification 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 here>
--------------------------------	--------	---	--	---	---

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>

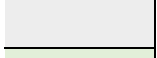
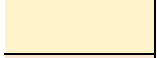
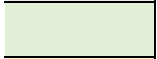
Interventions by Quarter

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:

LEA Name: <i>Longview ISD</i>			
Campus Name: <i>Johnston-McQueen Elementary</i>			
Needs Assessment Summary and Improvement Plan			
<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?	
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
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	
End of Year Reporting			
Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training
			<If there are other factors or additional explanation here>



ness professional



To ensure a targeted



ave been recorded and

velopment in PLC, faculty,

r Hispanic and White
new ideas and strategies
ive these new techniques.
les, in their classes. They
ay need to share
he Principal will be sharing
t will also be bringing

students' achievement by
as.

Make necessary
school year.

process and results.
results.
h the next year teacher.

isses and compare to

ilts.
sults.

ueen reading program, K-

interventions?

a sheets; PLC survey to
urvey on Power Writing is written to be placed in ew in 2015-16.
ience data
reading data, TPR1 data ME reading program; faculty handbook

science by 8%.

Phase-in Satisfactory easing the rigor in analyze, evaluate, and recognize after each esse students for il thinking skills strategies, teachers will now have two Nights, etc., the staff will ldren. Students will be , Galors and Friends, experiences. Teachers am stronger instructors.



students scoring at the ding, writing, and science

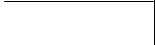
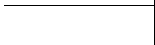
are written with objectives corresponding TEKS. planning for 2015-2016 andbook.

Refine as necessary.

gies, and tutorials used to udents in Quintiles 4 and

AAR test results. Refine encourage more students ndard.

interventions?



--

--

--

--

eeded, please explain

--

--

--

--

--

--

--

--

interventions?

--

--

--

--

--

--

--

eeded, please explain

--

interventions?

eeded, please explain

--

interventions?

eeded, please explain

interventions?

--

--

eeded, please explain

--

--

--

--

--

--

--

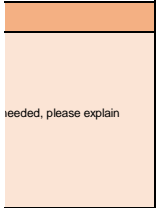
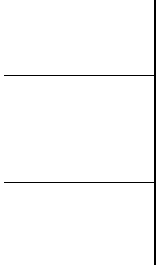
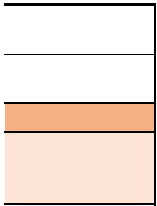
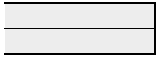
--

--

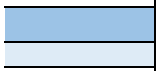
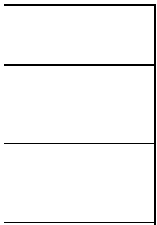
--

eeded, please explain

interventions?



eeded, please explain



interventions?

--

--

eeded, please explain