

LEA Name:	West Orange-Cove
Campus Name:	West Orange Stairk

## Needs Assessment Summary and Improvement Plan

<b>Definition/Purpose:</b>	<p><i>After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</i></p>
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**Identified and Prioritized Needs:** It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.

Need 1:	School lacks effective and implementation of highly effective MATH strategies consistently
Need 2:	School lacks effective monitoring and implementation of highly effective READING strategies consistently
Need 3:	Students lack social skills and appropriate school behavior
Need 4:	
Need 5:	

**requirements!\*\*\***

<b>Need:</b>	School lacks effective and implementation of highly effective MATH strategies consistently
<b>Index:</b>	3
<b>Critical Success Factor/ESEA Turnaround Principle:</b>	CSF 2 / I/SEA TP: Use of Data to Inform Instruction, CSF 3 / I/SEA TP: Provide Strong Leadership, CSF 1 / I/SEA TP: Strengthen the School's Instruction
<b>Annual Goal:</b>	By the end of the 2014-2015 school year, the ELL sub-group will increase by at least 24 %
<b>Strategy:</b>	(1) Professional development on ELL/SIOP strategies, small groups, and rigorous, engaging lessons, followed by coordinated monitoring and support (2) Action Plans using data each cycle, (3) Implement Think Through Math and Ari Math with fidelity, (4) Extended learning time, (5) Student incentives
<b>How will addressing this need impact the Index, CSF/ESEA TP, or major system identified?</b>	Administration, PLCs, CLT collaboration will increase meaningful conversations about student performance. Think Through Math and Ari Math will address students (which may include special education, LEP, or general education students) math deficiencies

### Critical Success Factor / ESEA Turnaround Principle Key

CSF 1: Improve Academic Performance	ESEA TP: Strengthen the School's Instruction
CSF 2: Quality Data to Drive Instruction	ESEA TP: Use of Data to Inform Instruction
CSF 3: Leadership Effectiveness	ESEA TP: Provide Strong Leadership
CSF 4: Increased Learning Time	ESEA TP: Redesign School Calendar
CSF 5: Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
CSF 6: School Climate	ESEA TP: Improve School Environment

## Needs Assessment Summary and Improvement Plan

Interventions by Quarter					
Q1 (Aug,Sept,Oct)	Q2 (Nov,Dec,Jan)	Q3 (Feb,Mar,Apr)	Q4 (May,June,July)		
<p><b>Q1 Goal:</b> 60% of all lessons observed will contain small group and rigorous instruction, including SIOP strategies</p> <p><b>Interventions:</b>            Provide on-going professional development targeting small group and rigorous instruction, and SIOP strategies            PLCs assess lesson plans targeting small group and rigorous instruction, including SIOP strategies            Conduct walkthroughs to provide effective feedback and support as needed</p>	<p><b>Q2 Goal:</b> 80% of all lessons observed will contain small group and rigorous instruction, including SIOP strategies</p> <p><b>Interventions:</b>            Provide on-going professional development targeting small group and rigorous instruction, and SIOP strategies            PLCs assess lesson plans targeting small group and rigorous instruction, including SIOP strategies            Conduct walkthroughs to provide effective feedback and support as needed</p>	<p><b>Q3 Goal:</b> Implement interventions components (AR Math and Think Through Math) with fidelity</p> <p><b>Interventions:</b>            Provide on-going professional development targeting AR Math and Think Through Math            Analyze data targeting student usage and student achievement, followed by monitoring and provide support as needed            Develop individual student intervention plans of action for achievement            Extended learning Time</p>	<p><b>Q4 Goal:</b> Close Math achievement gap between all students and ELL sub-group by 18% (45%)</p> <p><b>Interventions:</b>            Monitor student achievement of math Power Standards            Create and monitor action plans (storyboard) including SMART goals each cycle            Reduce class sizes            Extended Summer Learning</p>	<p><b>What data will be collected to monitor interventions?</b></p> <p>Sign in sheet for professional development targeting small group and rigorous instruction            Percentage of lessons observed targeting small group and rigorous instruction            Sign in sheet for professional development targeting small group and rigorous instruction            Percentage of lessons observed implementing SIOP strategies</p>	<p><b>What data will be collected to monitor interventions?</b></p> <p>Sign in sheet for professional development targeting small group and rigorous instruction            Percentage of lessons observed targeting small group and rigorous instruction            Sign in sheet for professional development targeting small group and rigorous instruction            Percentage of lessons observed implementing SIOP strategies</p>
<b>End of Quarter Reporting</b>					
<p><b>Q1 Report</b></p> <p>Are you on track to meet the annual goal?</p>	<p><b>Q2 Report</b></p> <p>Are you on track to meet the annual goal?</p>	<p><b>Q3 Report</b></p> <p>Are you on track to meet the annual goal?</p>	<p><b>Q4 Report</b></p> <p>Are you on track to meet the annual goal?</p>	<p><b>What data will be collected to monitor interventions?</b></p> <p>1) TEKS analysis report targeting math Power Standards            2) Action plans targeting SMART goals            3) Number of students per class roster            4) Student Attendance Report</p>	

## Needs Assessment Summary and Improvement Plan

Describe the data or evidence used to determine if the goal will or won't be met.		data or evidence used to determine if the goal will or won't be met.		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.	
<p>What, if any, adjustments must be made in order to meet the annual goal?</p>		<p>What, if any, adjustments must be made in order to meet the annual goal?</p>		<p>What, if any, adjustments must be made in order to meet the annual goal?</p>		<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	

<b>LEA Name:</b>	West Orange-Cove
<b>Campus Name:</b>	West Orange-Stark

## Needs Assessment Summary and Improvement Plan

<b>Need:</b>	School lacks effective monitoring and implementation of highly effective <b>READING</b> strategies consistently
<b>Index:</b>	3
<b>Critical Success Factor / ESEA Turnaround Principle:</b>	CSF 7 / ESEA TP- Ensure Effective Teachers, CSF 4 / ESEA TP- Redesign School Calendar, CSF 1 / ESEA TP- Strengthen the School's Instruction
<b>Annual Goal:</b>	By the end of the 2014-2015 school year, close the reading achievement gap between EL and all students by at least 11%.
<b>Strategy:</b>	(1) Professional development on EL/SIOP strategies, small group, and rigorous, engaging lessons, followed by coordinated monitoring and support (2) Action plans using data each six weeks, (3) Implement i-Station+CI8 with fidelity, (4) Extended learning time, (5) Student incentives
<b>How will addressing this need impact the Index, CSF/ESEA TP, or major system identified?</b>	Administration, PLCs, CLT collaboration will increase meaningful conversations about student performance. i-Station will address students (which may include special education, LEP, or general education students) reading/CI8 deficiencies

### Critical Success Factor / ESEA Turnaround Principle Key

CSF 1-Improve Academic Performance	ESEA TP- Strengthen the School's Instruction
CSF 2-Quality Data to Drive Instruction	ESEA TP- Use of Data to Inform Instruction
CSF 3-Leadership Effectiveness	ESEA TP- Provide Strong Leadership
CSF 4-Increased Learning Time	ESEA TP- Redesign School Calendar
CSF 5-Family/Community Engagement	ESEA TP- Ongoing Family and Community Engagement
CSF 6-School Climate	ESEA TP- Improve School Environment
CSF 7-Teacher Quality	ESEA TP- Ensure Effective Teachers

### Cell applies only to district submissions

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### Interventions by Quarter

Q1 (Aug,Sept,Oct)	Q2 (Nov,Dec,Jan)	Q3 (Feb,Mar,Apr)	Q4 (May,June,July)
<p><b>Q1 Goal:</b> 60% of all lessons observed will contain small group and rigorous instruction, including SIOP strategies</p> <p><b>Interventions:</b> Provide on-going professional development targeting small group and rigorous instruction, and SIOP strategies</p> <p>1) PLC's assess lesson plans targeting small group and rigorous instruction, including SIOP strategies</p>	<p><b>Q2 Goal:</b> 80% of all lessons observed will contain small group and rigorous instruction, including SIOP strategies</p> <p><b>Interventions:</b> Provide on-going professional development targeting small group and rigorous instruction, and SIOP strategies</p> <p>1) PLC's assess lesson plans targeting small group and rigorous instruction, including SIOP strategies</p>	<p><b>Q3 Goal:</b> Interventions component (i-Station and AR Reading) will be implemented fully with fidelity</p> <p><b>Interventions:</b> Provide on-going professional development targeting i-Station and AR Reading</p> <p>Analyze data targeting student usage and student achievement, followed by monitoring and provide support as needed</p>	<p><b>Q4 Goal:</b> Close <b>READING</b> achievement gap between all students and ELL sub-group by 11% (59%)</p> <p><b>Interventions:</b> Create and monitor action plans (storyboard) including SMART goals each cycle</p> <p>2) Extended Summer Learning</p>

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## Needs Assessment Summary and Improvement Plan

What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
Conduct walkthroughs to provide effective feedback and support as needed 3) and support as needed 4)	Conduct walkthroughs to provide effective feedback and support as needed 3) feedback and support as needed 4)	Develop individual student intervention plans of actions for achievement 3) plans of actions for achievement 4) Extended Learning Time	3) 4)
Sign in sheets for professional development targeting small group and rigorous instruction 1) rigorous instruction 2) observed targeting small group and rigorous instruction 3) Sign in sheets for professional development targeting SLOP strategies 4) SLOP strategies	Sign in sheets for professional development targeting small group and rigorous instruction 1) instruction 2) Percentage of lessons observed targeting small group and rigorous instruction 3) Sign in sheets for professional development targeting SLOP strategies 4) implementing SLOP strategies	Sign in sheets for Professional development targeting implementing I-Station and AR 1) Reading with fidelity 2) Progress Monitoring Reports targeting student usage and student achievement: PLC agenda item 3) individual student intervention plans of action 4) Students sign in sheet for after school tutorials	1) Action plans targeting SMART goals 2) Student Attendance Report 3) 4)

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## Needs Assessment Summary and Improvement Plan

End of Quarter Reporting				
Q1 Report	Q2 Report	Q3 Report	Q4 Report	
<p>Are you on track to meet the annual goal?</p>	<p>Are you on track to meet the annual goal?</p>	<p>Are you on track to meet the annual goal?</p>	<p>Are you on track to meet the annual goal?</p>	<p>Are you on track to meet the annual goal?</p>
<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>
<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>

Need:	Students lack social skills and appropriate school behavior			
Index:	1			
Critical Success Factor / ESEA Turnaround Principle:	CSF 2 / ESFA TP- Use of Data to Inform Instruction, CSF 7 / ESFA TP- Ensure Effective Teachers, CSF 6 / ESFA TP- Inquire School Environment			
Annual Goal:	Decrease number of office referrals coded as disrespect by 50% <small>For every 100 referrals to receive support service, (3) Refer students with excessive behavior problems to RII committee, (4) Professional development on Boys Town Curriculum, Character Counts, RII Cultural Diverse (5) Promote positive behavior, (6) Community in Schools, (7) Parent</small>			
Strategy:				

### Critical Success Factor / ESEA Turnaround Principle Key

CSF 1-Improve Academic Performance	ESFA TP- Strengthen the School's Instruction
CSF 2-Quality Data to Drive Instruction	ESFA TP- Use of Data to Inform Instruction
CSF 3-Leadership Effectiveness	ESFA TP- Provide Strong Leadership
CSF 4-Increased Learning Time	ESFA TP- Redesign School Calendar
CSF 5-Family/Community Engagement	ESFA TP- Ongoing Family and Community Engagement

LEA Name:	West Orange-Cove
Campus Name:	West Orange Stark

## Needs Assessment Summary and Improvement Plan

How will addressing this need impact the Index, CSF/ESFA TP, or major system identified?	Administration, PLCs, CLT collaboration will increase meaningful conversations about student performance; Think Through Math and AR Math will address students (which may include special education, LEP, or general education students) math deficiencies
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<b>Critical Success Factor</b>	<b>Turnaround Strategy</b>
CSF 6-School Climate	ESFA TP: Improve School Environment
CSF 7-Teacher Quality	ESFA TP: Ensure Effective Teachers

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## Needs Assessment Summary and Improvement Plan

Interventions by Quarter				
Q1 (Aug,Sept,Oct)	Q2 (Nov,Dec,Jan)	Q3 (Feb,Mar,Apr)	Q4 (May,June,July)	
<b>Q1 Goal:</b> 10% decrease of office referrals coded as disrespect <b>Interventions:</b> 1) Targeting cultural diversity and relationship building 2) Scheduled students identified as tier 2 to receive intensified social skill instruction 3) Reinforce positive behavior 4) Community in Schools (CIS)	<b>Q2 Goal:</b> 15% decrease of office referrals coded as disrespect <b>Interventions:</b> 1) Targeting cultural diversity and relationship building 2) Scheduled students identified as tier 2 to receive intensified social skill instruction 3) Reinforce positive behavior 4) Community in Schools (CIS)	<b>Q3 Goal:</b> 30% decrease of office referrals coded as disrespect <b>Interventions:</b> 1) Provide on-going professional development targeting RELATIONSHIPS 2) Rtl for Behavior 3) Reinforce positive behavior 4) Community in Schools (CIS)	<b>Q4 Goal:</b> 50 % decrease of office referrals coded as disrespect <b>Interventions:</b> 1) Social skills lesson plans 2) Rtl for Behavior 3) Reinforce positive behavior 4) Community in Schools (CIS)	<b>Q1 Report:</b> Are you on track to meet the annual goal? 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?
<b>Q1 Goal:</b> Sign in sheet targeting cultural diversity and relationship building 1) Tier 2 Students Roster and Schedule 2) Celebrations Student Roster 3) CIS Referral Reports	<b>Q2 Goal:</b> Sign in sheet targeting cultural diversity and relationship building 1) Tier 2 Students Roster and Schedule 2) Celebrations Student Roster 3) CIS Referral Reports	<b>Q3 Goal:</b> Sign in sheet targeting building Relationships 1) Referral Report 2) Celebrations Student Roster 3) CIS Referral Reports	<b>Q4 Goal:</b> Social skills writing reflections 1) Referral Reports 2) Celebrations Student Roster 3) CIS Referral Reports	<b>Q2 Report:</b> Are you on track to meet the annual goal? 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?
<b>Q1 Goal:</b> Sign in sheet targeting cultural diversity and relationship building 1) Tier 2 Students Roster and Schedule 2) Celebrations Student Roster 3) CIS Referral Reports	<b>Q2 Goal:</b> Sign in sheet targeting cultural diversity and relationship building 1) Tier 2 Students Roster and Schedule 2) Celebrations Student Roster 3) CIS Referral Reports	<b>Q3 Goal:</b> Sign in sheet targeting building Relationships 1) Referral Report 2) Celebrations Student Roster 3) CIS Referral Reports	<b>Q4 Goal:</b> Social skills writing reflections 1) Referral Reports 2) Celebrations Student Roster 3) CIS Referral Reports	<b>Q3 Report:</b> Are you on track to meet the annual goal? 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?
<b>Q1 Goal:</b> Sign in sheet targeting cultural diversity and relationship building 1) Tier 2 Students Roster and Schedule 2) Celebrations Student Roster 3) CIS Referral Reports	<b>Q2 Goal:</b> Sign in sheet targeting cultural diversity and relationship building 1) Tier 2 Students Roster and Schedule 2) Celebrations Student Roster 3) CIS Referral Reports	<b>Q3 Goal:</b> Sign in sheet targeting building Relationships 1) Referral Report 2) Celebrations Student Roster 3) CIS Referral Reports	<b>Q4 Goal:</b> Social skills writing reflections 1) Referral Reports 2) Celebrations Student Roster 3) CIS Referral Reports	<b>Q4 Report:</b> Are you on track to meet the annual goal? 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?

### End of Quarter Reporting



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## Needs Assessment Summary and Improvement Plan

Need:	Sign in sheet for professional development targeting small group and rigorous instruction
Index:	1
Critical Success Factor / ESEA Turnaround Principle:	CSF 5 / ESEA TP- Ongoing Family and Community Engagement
Annual Goal:	Decrease number of office referrals coded as disrupted by SPK.
Strategy:	schedule for Tier 2 students to receive support service, (3) Refer students with excessive behavior problems to RI committee, (4) Professional development on Boys' Town Curriculum, Character Counts, RI Cultural Diverse (5) Promote positive behavior, (6) Community in Schools, (7) Parent
How will addressing this need impact the Index, CSF/ESEA TP, or major system identified?	Administration, PLCs, CILT collaboration will increase meaningful conversations about student performance; Think Through Math and AR Math will address students (which may include special education, LEP or general education students) math deficiencies

### Critical Success Factor / ESEA Turnaround Principle Key

CSF 1-Improve Academic Performance	ESEA TP- Strengthen the School's Instruction
CSF 2-Quality Data to Drive Instruction	ESEA TP- Use of Data to Inform Instruction
CSF 3-Leadership Effectiveness	ESEA TP- Provide Strong Leadership
CSF 4-Increased Learning Time	ESEA TP- Redesign School Calendar
CSF 5-Family/Community Engagement	ESEA TP- Ongoing Family and Community Engagement
CSF 6-School Climate	ESEA TP- Improve School Environment
CSF 7-Teacher Quality	ESEA TP- Ensure Effective Teachers