LEA Name:	Ector County ISD
Campus Name:	LB Johnson 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): *Problem statements are carried over from Section V of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.*	**PS 1:**	The student sub-populations (Hispanics and Economically Disadvantaged) in grade 5 did not meet the target score of 55 in the area of science.	is occurring because of Root Cause #1	**Root Cause 1:**	Lack of science exposure in lower grade levels and a lack of use of the science lab led to lower scores. Students need to have the hands on practical application to make connections.
	PS 2:	The student sub-populations (Economically Disadvantaged, Hispanic, and SPED) scored below 60 % mastery in the area of math.	is occurring because of Root Cause #2	**Root Cause 2:**	Students needed more practice in using the math processes for multistep problems. A lack of academic mathematical vocabulary also hurt the understanding of the multistep process.
	PS 3:	The student grade 4 sub-populations (Economically Disadvantaged, Hispanic and Sped) scored below 60% mastery in the area of writing.	is occurring because of Root Cause #3	**Root Cause 3:**	Students needed more exposure to the writing process in all grade levels, K-6. Students also needed more practice in revision and editing.
	PS 4:		is occurring because of Root Cause #4	**Root Cause 4:**	
	PS 5:		is occurring because of Root Cause #5	**Root Cause 5:**	
	PS 6:		is occurring because of Root Cause #6	**Root Cause 6:**	
	PS 7:		is occurring because of Root Cause #7	**Root Cause 7:**	
	PS 8:		is occurring because of Root Cause #8	**Root Cause 8:**	
	PS 9:		is occurring because of Root Cause #9	**Root Cause 9:**	
	PS 10:		is occurring because of Root Cause #10	**Root Cause 10:**	

Identified and Prioritized Root Causes:

It is important to prioritize your Root Causes so that your improvement plan is targeted and focused. Although a Campus IP/Districy IP is critical to overall success, the targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. 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 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 have been recorded and are available upon request.

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Needs Assessment Summary and Improvement Plan

Root Cause 1:	Lack of science exposure in lower grade levels and a lack of use of the science lab led to lower scores. Students need to have the hands on practical application to make connections.

Index Number:	☐ Not Applicable ☑ Index 1: Student Achievement ☐ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness		**Annual Goal:**	(?)	Johnson will utilize data to target students in the area of science at each grade level to ensure that the all staff are working with Eco. Dis. / Hispanic (as well as all) to close performance gaps, as well as to meet state target (55%-60%)on STAAR.
			Strategy:	(?)	Johnson teachers will focus on data to improve science scores for Hispanics and economically disadvantage students in grade 5 focusing on vocabulary and TEKS.

Critical Success Factors (CSFs)/ **ESEA Turnaround Principles (TPs)/** **Major Systems**	☑ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?**	(?)	An increase focus on science in all grade levels, especially science academic vocabulary and practical lab use, will affect Indices 1, 3, and 4 and CSF 1,2, and 7.

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
(?) Johnson will follow HEAT maps from STAAR results related to science for each grade level to ensure that the LBJ is working with Eco. Dis. / Hispanic (as well as all) to close the performance gaps. (SBA 1 will be utilized to benchmark beginning progress.) Expectation is to be at or above district average not to fall below average percent score of 65%.	(?) Johnson will follow HEAT maps from STAAR & most current SBA results related to science for each grade level to ensure that all grade levels are working with Eco. Dis. / Hispanic (as well as all) to close the performance gaps. (SBA 1 was utilized to benchmark beginning progress.) Expectation is to be at or above district average, as well as increasing percent score resulting in 20% increase in students meeting expectations.	(?) Johnson will follow HEAT maps from STAAR & most current SBA results related to science for each grade level to ensure that all grade levels are working with Eco. Dis. / Hispanic (as well as all) to close the performance gaps. (SBA 1 was utilized to benchmark beginning progress.) Expectation is to be at or above district average on DBA, with overall increase in students meeting expectations by 5% respectively in each content area addressed SEs that were taught in first semester.	(?) Johnson will follow HEAT maps from STAAR & most current SBA results related to science for each grade level to ensure that the all grade levels are working with Eco. Dis. / Hispanic (as well as all) to close the performance gaps. (SBA 1 was utilized to benchmark beginning progress.) Expectation is to be at or above district average, as well as to meet overall performance of at least 70% meeting expectations on STAAR.
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) The teachers will indentify economically disadvantage students by name	1) The teachers will identify economically disadvantage students by name	1) The teachers will indentify economically disadvantage students by name
	2) Johnson will ensure that science is one focus of vertical teaming and planning. (Specific targeted SE addressed for daily/weekly review for each grade level.)	2) Johnson will ensure that science is one focus of vertical teaming and planning. (Specific targeted SE addressed for daily/weekly review for each grade level.)	2) Johnson will ensure that science is one focus of vertical teaming and planning. (Specific targeted SE addressed for daily/weekly review for each grade level.)
	3) Johnson administration and staff will continue a TEKS review for all grade levels related to science.	3) Johnson administration and staff will continue a TEKS review for all grade levels related to science.	3) Johnson administration and staff will continue a TEKS review for all grade levels related to science.
	4) Johnson teachers will focus on the improvement of science vocabulary	4) Johnson teachers will focus on the improvement of science vocabulary	4) Johnson teachers will focus on the improvement of science vocabulary

What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor interventions?
1)	1) Chapter Test data	1) Chapter Test data	1) Chapter Test data
2)	2) DCSI will work with PLCs and leadership team concerning data	2) DCSI will work with PLCs and leadership team concerning data	2) DCSI will work with PLCs and leadership team concerning data
3)	3) SBA data	3) SBA data	3) Classroom Walkthroughs and feedback
4) Classroom Walkthroughs	4) Classroom Walkthroughs and feedback	4) Classroom Walkthroughs	4) STAAR data

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Needs Assessment Summary and Improvement Plan

End of Quarter Reporting

Q1 Report **If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.**		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Yes	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.	For the second quarter progress report Johnson elementary used the following benchmark data to assess progress in the area of science. The data results are as follows: grade 1 -- 50.41% met mastery -- average score 67.85%; grade 2 – 28.46% met mastery -- average score 58.92%; grade 3 science -- 24.11% met mastery -- average score 54.90%; grade 4 -- 14.29% met mastery -- average score 53.14%; grade 5 -- 36.11% met mastery -- average score 61.11%; grade 6 --	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?	The district science coordinator will work with the Johnson science fifth-grade teacher twice-weekly during the next quarter. The campus is contracting with a retired teacher come in six hours per week to work with students and staff in the area of science. The campus administration is scheduling a meeting with the fifth grade science teacher to review individual economically disadvantaged student	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

End of Year Reporting

Did you meet your annual goal?	**Select**	If **YES,** to what do you attribute your success? If **NO,** to what do you attribute your lack of success?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation needed, please explain here>

Needs Assessment Summary and Improvement Plan

Root Cause 2:	Students needed more practice in using the math processes for multistep problems. A lack of academic mathematical vocabulary also hurt the understanding of the multistep process.

Index Number:	☐ Not Applicable ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness		Annual Goal: (?)	The student sub-populations (economically disadvantaged, Hispanic, and SPED) will score at or above 60 % mastery in the area of math.
			Strategy: (?)	Johnson teachers will focus on vertically sharing math data to improve scores for Hispanics and special education students.
Critical Success Factors (CSFs)/ **ESEA Turnaround Principles (TPs)/** **Major Systems**	☐ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☑ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?**	Focusing on math processes for multistep problems as well as academic vocabulary will increase math mastery in Indices 1, 2, 3, 4 and CSF 1,2,3 and 7.

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
(?) Johnson administration will continue to assist teachers in identified areas of need as indicated by walkthrough data, and SBA data (1st SBA will benchmark performance. LBJ should perform at or above district average.)	(?) Johnson administration will continue to assist teachers in identified areas of need as indicated by walkthrough data, and SBA data. Each grade level will increase met standard by 20% from first SBA.	(?) Johnson administration will continue to assist teachers in identified areas of need as indicated by walkthrough data, and DBA data. Expectation is to be at or above district average on DBA, with overall increase in students meeting expectations by 5% respectively in each content area addressed SEs that were taught in first semester.	(?) Johnson administration will continue to assist teachers in identified areas of need as indicated by walkthrough data, and SBA data. LBJ will ensure that no fewer than 60% of Eco. Dis, Hispanic, Special Ed, LEP and all students meet the performance standard.
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) The teachers will identify economically disadvantaged and Hispanic students by name related to math success. 2) Johnson staff will use classworks to identiffy students needing targeted intervention 3) Johnson staff will review process standards related to math. 4) Johnson will use Think-Through - Math to improve math scores.	1) The teachers will identify economically disadvantaged and Hispanic students by name related to math success. 2) Johnson staff will use classworks to identiffy students needing targeted intervention 3) Johnson staff will review process standards related to math. 4) Johnson will use Think-Through - Math to improve math scores.	1) The teachers will identify economically disadvantaged and Hispanic students by name related to math success. 2) Johnson staff will use classworks to identify students needing targeted intervention 3) Johnson staff will review process standards related to math. 4) Johnson will use Think-Through - Math to improve math scores.

What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor interventions?
1) 2) 3) 4)	1) Classworks data 2) Standards Based Assessments data for math 3) The teachers will prepare a folder for each economically disadvantaged student and graph their data. 4) Classroom Walkthroughs and feedback.	1) Classworks reports, Istation data 2) Standards Based Assessments data 3) The teachers will prepare a folder for each economically disadvantaged student and graph their data. 4) Classroom Walkthroughs	1) Classworks reports, Istation data 2) Classroom Walkthroughs and feedback 3) The teachers will prepare a folder for each economically disadvantaged student and graph their data. 4) STAAR data

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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?	Yes	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.	For the second quarter progress report Johnson elementary used the following benchmark data to assess progress in the area of math. The data results are as follows: grade 1 -- 9.84% met mastery -- average score 4.47%; grade 2 -- 6.45% met mastery -- average score 58.92%; grade 3 -- 0% met mastery -- average score 36.58%; grade 4 -- 0% met mastery -- average score 32.89%; grade 5 -- 1.75% met mastery -- average score 38.32%; grade 6 -- .93% met mastery -- average score	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?	The district math coordinator will come and work with Johnson teachers in the area math doing this third-quarter. The campus will include math vocabulary review with the students in the morning prior to the start of school.	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

End of Year Reporting

Did you meet your annual goal?	Select	If **YES**, to what do you attribute your success? If **NO**, to what do you attribute your lack of success?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Need/Root Cause Chosen ☐ Annual Goals	☐ Quarterly Planning Process ☐ (Specific) Interventions ☐ Ongoing Monitoring of Interventions ☐ CSFs and/or ESEA Turnaround Principles Planning ☐ Training	<If there are other factors or additional explanation needed, please explain here>

Root Cause 3:	Students needed more exposure to the writing process in all grade levels, K-6. Students also needed more practice in revision and editing.			
Index Number:	☐ Not Applicable ☑ Index 1: Student Achievement ☐ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness		**Annual Goal:** ?	The student grade 4 sub-populations (economically disadvantaged, Hispanic, and SPED) will achieve 60 % mastery or better in the area of writing.
			Strategy: ?	The Johnson teachersand administration will review writing samples and provide feedback to teachers and students.
Critical Success Factors (CSFs)/ **ESEA Turnaround Principles (TPs)/** **Major Systems**	☑ CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction ☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		**How will addressing this Root Cause impact the index/indicator/CSF?** ?	Focusing on writing in all grade levels will affect Indices 1, 3, 4, and CSF 1,2,and 7 by improving the writing skills of all students.

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Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
(?) Johnson administration and teachers will focus on planning and writing data review to improve grade 4 writing success. (1st SBA or campus based assessment will benchmark performance.)	(?) Johnson administration will continue to assist teachers in identified areas of need as indicated by walkthrough data, SBA data and classroom observations. LBJ will increase writing percent scores between this and first SBA or Campus Based Assessment no less than 20%.	(?) Johnson administration will continue to assist teachers in identified areas of need as indicated by walkthrough data, DBA data and classroom observations. Expectation is to be at or above district average on DBA, with overall increase in students meeting expectations by 5% respectively in each content area addresssed SEs that were taught in first semester.	(?) Johnson administration will continue to assist teachers in identified areas of need as indicated by walkthrough data, SBA data and classroom observations. LBJ will ensure that the student grade 4 sub-populations (economically disadvantaged, Hispanic, and SPED) will achieve 60 % mastery or better in the area of writing.

Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Interventions:	**Interventions:**	**Interventions:**	**Interventions:**

	Interventions (Q1)	Interventions (Q2)	Interventions (Q3)	Interventions (Q4)
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) Johnson will bring in subject area coordinators to work with the staff in the area of writing.	1) Johnson will bring in subject area coordinators to work with the staff in the area of writing.	1) Johnson will bring in subject area coordinators to work with the staff in the area of writing.
		2) The staff will vertaical team plan focused on writing and the STAAR writing procedures including chunking the writing steps.	2) The staff will vertaical team plan focused on writing and the STAAR writing procedures including chunking the writing steps.	2) The staff will vertaical team plan focused on writing and the STAAR writing procedures including chunking the writing steps.
		3) Johnson teachers will provide more opportunities for revising and editing practice	3) Johnson teachers will provide more opportunities for revising and editing practice	3) Johnson teachers will provide more opportunities for revising and editing practice
		4) Review wrting samples and scoring with the class	4) Review wrting samples and scoring with the class	4) STAAR data

What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor interventions?
1)	1) Review writing samples monthy in the PLC meetings.	1) Review writing samples monthy in the PLC meetings.	1) Review writing samples monthy in the PLC meetings.
2)	2) Standards Based Assessment data for writing.	2) Standards Based Assessment data for writing.	2) Classroom Walkthrough and feedback
3)	3) The teachers will keep a writing portfolio for each student	3) The teachers will keep a writing portfolio for each student	3) The teachers will keep a writing portfolio for each student
4)	4) Classroom Walkthrough and feedback	4) Classroom Walkthrough and feedback	4) STAAR data

End of Quarter Reporting

Q1 Report — If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.	Q2 Report	Q3 Report	Q4 Report
Are you on track to meet the annual goal? — Select	Are you on track to meet the annual goal? — Yes	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. — For the second quarter progress report Johnson elementary used the following benchmark data to assess progress in the area of writing. The data results are as follows: grade 2 -- 53.64% met mastery -- average score 66.20%; grade 3 -- 6.31% met mastery -- average score 40.18%; grade 4 -- 23.30% met mastery -- average score 50.98%; grade 5 -- 2% met mastery -- average score 44.72%; grade 6 -- 19.42% met mastery -- average score 53.52%. The district set the passing standard for writing	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? — The campus administration, the DCSI, and the PSP discussed the following changes to the writing interventions. The campus librarian will tutor 4th grade students 45 minutes daily in writing. The CCF (Campus Curriculum Facilitator) will tutor students 8 hours a week in the area of writing. Dr. Taylor, the DCSI, will tutor 2 days a week with 4th grade students in the area of writing. This addition to the school	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