

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

Needs Assessment Summary and Improvement Plan

Definition/Purpose:	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.
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:	

important note: implementers required district/campus made complete allocation statement at the bottom of this tab to fulfill the 30,000 requirements!***

Need:	School lacks effective and implementation of highly effective MATH strategies consistently
Index:	3
Critical Success Factor/ESEA Turnaround Principle:	CSF 2 / ESEA TP: Use of Data to Inform Instruction, CSF 3 / ESEA TP: Provide Strong Leadership, CSF 1 / ESEA TP: Strengthen the School's Instruction
Annual Goal:	By the end of the 2014-2015 school year, the ELL sub-group will increase by at least 24 %
Strategy:	(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 AR Math with fidelity, (4) Extended learning time, (5) Student Incentives
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: Redesigned School Calendar
CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
CSF 6-School Climate	ESEA TP: Improve School Environment

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Interventions by Quarter

Q1 (Aug,Sept,Oct)		Q2 (Nov,Dec,Jan)		Q3 (Feb,Mar,Apr)		Q4 (May,June,July)	
Q1 Goal: 60% of all lessons observed will contain small group and rigorous instruction, including SIOP strategies		Q2 Goal: 80% of all lessons observed will contain small group and rigorous instruction, including SIOP strategies		Q3 Goal: Implement interventions components (AR Math and Think Through Math) with fidelity		Q4 Goal: Close Math achievement gap between all students and ELL sub-group by 18% (46%)	
Interventions:		Interventions:		Interventions:		Interventions:	
1) 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		1) 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		1) 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		1) Monitor student achievement of math Power Standards Create and monitor action plans (storyboard) including SMART goals each cycle	
2) Conduct walkthroughs to provide effective feedback and support as needed		2) Conduct walkthroughs to provide effective feedback and support as needed		2) Develop individual student intervention plans of action for achievement		2) Reduce class sizes	
3)		3)		3) Extended Learning Time		3) Extended Summer Learning	
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 will be collected to monitor interventions?	
1) Sign in sheet for professional development targeting small group and rigorous instruction Percentage of lessons observed targeting small group and rigorous instruction		1) Sign in sheet for professional development targeting small group and rigorous instruction Percentage of lessons observed targeting small group and rigorous instruction		1) Sign in sheets for professional development targeting implementing AR Math and Think Through Math with fidelity Progress Monitoring Reports targeting student usage and student achievement: PLC Agenda items		1) TEKS analysis report targeting math Power Standards Action plans targeting SMART goals	
2) Sign in sheet for professional development targeting small group and rigorous instruction Percentage of lessons observed implementing		2) Sign in sheet for professional development targeting small group and rigorous instruction Percentage of lessons observed implementing SIOP strategies		2) Individual student intervention plan of action Student sign in sheet for after school tutorials		2) Number of students per class roster	
3) SIOP strategies						3) Student Attendance Report	
4)							

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	

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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.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

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Need:	School lacks effective monitoring and implementation of highly effective READING strategies consistently
Index:	3
Critical Success Factor / ESEA Turnaround Principle:	CSF 7 / ESEA TP: Ensure Effective Teachers, CSF 4 / ESEA TP: Redesigned School Calendar, CSF 1 / ESEA TP: Strengthen the School's Instruction
Annual Goal:	By the end of the 2014-2015 school year, close the reading achievement gap between ELL and all students by at least 11%
Strategy:	(1) Professional development on ELL/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+C18 with fidelity, (4) Extended learning time, (5) Student Incentives
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. I-Station will address students (which may include special education, LEP, or general education students) reading+C18 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: 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

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

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

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End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
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?	

Need:	Students lack social skills and appropriate school behavior
Index:	1
Critical Success Factor / ESEA Turnaround Principle:	CSF 2 / ESEA TP: Use of Data to Inform Instruction, CSF 7 / ESEA TP: Ensure Effective Teachers, CSF 6 / ESEA TP: Improve School Environment
Annual Goal:	Decrease number of office referrals coded as disrespect by 50%
Strategy:	(1) Develop lesson plans to teach student social skills and appropriate school behavior, (2) design schedule for Tier 2 students to receive support service, (3) Refer students with excessive behavior problems to RtI committee, (4) Professional development on Boys Town Curriculum, Character Counts, RtI, Cultural Diverse (5) Promote positive behavior, (6) Community in Schools, (7) Parent

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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
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CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement

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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 Factors Turnaround	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)	
Q1 Goal: 10% decrease of office referrals coded as disrespect		Q2 Goal: 15% decrease of office referrals coded as disrespect		Q3 Goal: 30% decrease of office referrals coded as disrespect		Q4 Goal: 50 % decrease of office referrals coded as disrespect	
Interventions:		Interventions:		Interventions:		Interventions:	
1) Targeting cultural diversity and relationship building		1) Targeting cultural diversity and relationship building		1) Provide on-going professional development targeting RELATIONSHIPS		1) Social skills lesson plans	
2) Scheduled students identified as tier 2 to receive intensified social skill instruction		2) Scheduled students identified as tier 2 to receive intensified social skill instruction		2) RtI for Behavior		2) RtI for Behavior	
3) Reinforce positive behavior		3) Reinforce positive behavior		3) Reinforce positive behavior		3) Reinforce positive behavior	
4) Community in Schools (CIS)		4) Community in Schools (CIS)		4) Community in Schools (CIS)		4) Community in Schools (CIS)	
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?	
1) Sign in sheet targeting cultural diversity and relationship building		1) Sign in sheet targeting cultural diversity and relationship building		1) Sign in sheet targeting building Relationships		1) Social skills writing reflections	
2) Tier 2 Students Roster and Schedule		2) Tier 2 Students Roster and Schedule		2) Referral Report		2) Referral Reports	
3) Celebrations Student Roster		3) Celebrations Student Roster		3) Celebrations Student Roster		3) Celebrations Student Roster	
4) CIS Referral Reports		4) CIS Referral Reports		4) CIS Referral Reports		4) CIS Referral Reports	

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Need:	Sign in sheet for professional development targeting small group and rigorous instruction	Critical Success Factor / ESEA Turnaround Principle Key	CSF 1-Improve Academic Performance	ESEA TP: Strengthen the School's Instruction
Index:	1		CSF 2-Quality Data to Drive Instruction	ESEA TP: Use of Data to Inform Instruction
Critical Success Factor / ESEA Turnaround Principle:	CSF 5 / ESEA TP: Ongoing Family and Community Engagement		CSF 3-Leadership Effectiveness	ESEA TP: Provide Strong Leadership
Annual Goal:	Decrease number of office referrals coded as disrespect by 50%		CSF 4-Increased Learning Time	ESEA TP: Redesign School Calendar
Strategy:	(1) Develop lesson plans to teach student social skills and appropriate school behavior, (2) Design schedule for Tier 2 students to receive support service, (3) Refer students with excessive behavior problems to RtI committee, (4) Professional development on Boys Town Curriculum, Character Counts, RtI, Cultural Diverse (5) Promote positive behavior, (6) Community in Schools, (7) Parent		CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
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			CSF 7-Teacher Quality	ESEA TP: Ensure Effective Teachers