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:	

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, CLIT 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

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

End of Quarter Reporting

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

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.
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?

Needs Assessment Summary and Improvement Plan

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

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:** Interventions component (I-Station and AR Reading) will be implemented fully with fidelity	**Q4 Goal:** Close READING achievement gap between all students and ELL sub-group by 11% (55%)
Interventions:	**Interventions:**	**Interventions:**	**Interventions:**
Provide on-going professional development targeting small group and rigorous instruction, and 1) SIOP strategies	Provide on-going professional development targeting small group and rigorous instruction, and 1) SIOP strategies	Provide on-going professional development targeting 1) I-Station and AR Reading	Create and monitor action plans (storyboard) including 1) SMART goals each cycle
PLC's assess lesson plans targeting small group and rigorous instruction, 2) including SIOP strategies	PLC's assess lesson plans targeting small group and rigorous instruction, including 2) SIOP strategies	Analyze data targeting student usage and student achievement, followed by 2) monitoring and provide support as needed	2) Extended Summer Learning

Cell applies only to district submissions

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

What data will be collected to monitor interventions?
3)
4)
1) Action plans targeting SMART goals
2) Student Attendance Report
3)
4)

Needs Assessment Summary and Improvement Plan

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?	Describe the data or evidence used to determine if the goal will or won't be met.	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.	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.	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 plan to teach social, 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, Cuturall Diverse (5) Pormote 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 4-Increased Learning Time	ESEA TP: Redesigned School Calendar
CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement

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Needs Assessment Summary and Improvement Plan

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	CSF 6-School Climate	CSF 7-Teacher Quality
	ESEA TP: Improve School Environment	ESEA TP: Ensure Effective Teachers

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

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Interventions by Quarter

Q1 (Aug,Sep,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:** disrespect 15% decrease of office referrals coded as	**Q3 Goal:** disrespect 30% decrease of office referrals coded as	**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) targeting RELATIONSHIPS Provide on-going professional development	1) Social skills lesson plans
Scheduled students identified as tier 2 to receive intensified social 2) skill instruction	Scheduled students identified as tier 2 to 2) receive intensified social skill instruction	2) Rtl for Behavior	2) Rtl 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?**
Sign in sheet targeting cultural diversity and 1) relationship building	1) Sign in sheet targeting cultural diversity and relationship building	1) Sign in sheet targeting building Relationships	1) Social skills writing reflections
Tier 2 Students Roster and 2) Schedule	2) Tier 2 Students Roster and Schedule	2) Referral Report	2) Referral Reports
Celebrations Student 3) Roster	3) Celebrations Student Roster	3) Celebrations Student Roster	3) Celebrations Student Roster
4) CIS Referal Reports	4) CIS Referral Reports	4) CIS Referral Reports	4) CIS Referral Reports

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.
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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 disrespect by 50%
Strategy:	(1) develop lesson plans to teach student social norms 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, Cuturall Diverse (5) Pormote positive behavior, (6) Community in Schools, (7) Parent
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