

LEA Name: West Orange Cove CSD																																																			
Campus Name: West Orange Stark Middle																																																			
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>	<table border="1"> <tr> <td style="background-color: #D3D3D3;">PS 1:</td> <td>Student scores in the all subjects category was 65% as compared to the state average of 77%.</td> <td>Is occurring because of Root Cause #1</td> <td>Root Cause 1:</td> <td>Subject areas in Index 1 with the largest discrepancies between state and local performance were Math 78% / 61%, Writing 72% / 65%, 47%.</td> </tr> <tr> <td style="background-color: #D3D3D3;">PS 2:</td> <td>STAAR weighted progress was at 34 overall compared to a state level of 40.</td> <td>Is occurring because of Root Cause #2</td> <td>Root Cause 2:</td> <td>Student groups with the largest gap between state and local performance in Index 2 were White Reading 80 / 69, White Math 63 / 60, Sp and Special Ed Math 68 / 53.</td> </tr> <tr> <td style="background-color: #FFDAB9;">PS 3:</td> <td>Index 3 Closing Performance Gaps was at 35 compared</td> <td>Is occurring because of Root Cause #3</td> <td>Root Cause 3:</td> <td>The most significant gaps in STAAR Index 3 performance between state and local occurred in Econ Dis. Math 62 / 62, Econ Dis. Soc. St and AA Soc. St. 78 / 50.</td> </tr> <tr> <td style="background-color: #FFB6C1;">PS 4:</td> <td>WOSM was below state average in Index 4.</td> <td>Is occurring because of Root Cause #4</td> <td>Root Cause 4:</td> <td>When looking at the four WOCM student groups that were measured in Index 4 (all students, AA, Hsp., White), their combined performance points below state.</td> </tr> <tr> <td style="background-color: #ADD8E6;">PS 5:</td> <td></td> <td>Is occurring because of Root Cause #5</td> <td>Root Cause 5:</td> <td></td> </tr> <tr> <td style="background-color: #D3D3D3;">PS 6:</td> <td></td> <td>Is occurring because of Root Cause #6</td> <td>Root Cause 6:</td> <td></td> </tr> <tr> <td style="background-color: #D3D3D3;">PS 7:</td> <td></td> <td>Is occurring because of Root Cause #7</td> <td>Root Cause 7:</td> <td></td> </tr> <tr> <td style="background-color: #FFDAB9;">PS 8:</td> <td></td> <td>Is occurring because of Root Cause #8</td> <td>Root Cause 8:</td> <td></td> </tr> <tr> <td style="background-color: #FFB6C1;">PS 9:</td> <td></td> <td>Is occurring because of Root Cause #9</td> <td>Root Cause 9:</td> <td></td> </tr> <tr> <td style="background-color: #ADD8E6;">PS 10:</td> <td></td> <td>Is occurring because of Root Cause #10</td> <td>Root Cause 10:</td> <td></td> </tr> </table>	PS 1:	Student scores in the all subjects category was 65% as compared to the state average of 77%.	Is occurring because of Root Cause #1	Root Cause 1:	Subject areas in Index 1 with the largest discrepancies between state and local performance were Math 78% / 61%, Writing 72% / 65%, 47%.	PS 2:	STAAR weighted progress was at 34 overall compared to a state level of 40.	Is occurring because of Root Cause #2	Root Cause 2:	Student groups with the largest gap between state and local performance in Index 2 were White Reading 80 / 69, White Math 63 / 60, Sp and Special Ed Math 68 / 53.	PS 3:	Index 3 Closing Performance Gaps was at 35 compared	Is occurring because of Root Cause #3	Root Cause 3:	The most significant gaps in STAAR Index 3 performance between state and local occurred in Econ Dis. Math 62 / 62, Econ Dis. Soc. St and AA Soc. St. 78 / 50.	PS 4:	WOSM was below state average in Index 4.	Is occurring because of Root Cause #4	Root Cause 4:	When looking at the four WOCM student groups that were measured in Index 4 (all students, AA, Hsp., White), their combined performance points below state.	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:	
	PS 1:	Student scores in the all subjects category was 65% as compared to the state average of 77%.	Is occurring because of Root Cause #1	Root Cause 1:	Subject areas in Index 1 with the largest discrepancies between state and local performance were Math 78% / 61%, Writing 72% / 65%, 47%.																																														
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	PS 3:	Index 3 Closing Performance Gaps was at 35 compared	Is occurring because of Root Cause #3	Root Cause 3:	The most significant gaps in STAAR Index 3 performance between state and local occurred in Econ Dis. Math 62 / 62, Econ Dis. Soc. St and AA Soc. St. 78 / 50.																																														
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	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. <i>If the district or campus would like to identify more than 10 Root Causes contact the support specialist assigned to the review.</i>																																																			
*** 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: West Orange Cove CISD			
Campus Name: West Orange Stark Middle			
Needs Assessment Summary and Improvement Plan			
Root Cause 1:	Subject areas in Index 1 with the largest discrepancies between state and local performance were Math 76% / 61%, Writing 72% / 65%, and Social Studies 76% / 47%.		
Index Number:	☐ Not Applicable ☒ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		
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		
Annual Goal:	WOSM will meet or exceed state average in Index 1.		
Strategy:	Use Eduphoria data tool, reteaching, differentiated instruction, scaffolding/spiraling, accelerate 8th grade students. Writing Academy, daily oral language, wild writing Wednesday, graphic foldables. Curriculum alignment and revision process based on data from STAAR test, journal skills, short quizzes to assess student mastery, spiraling vocabulary.		
How will addressing this Root Cause impact the Index/Indicator/CSF?	Higher student achievement in Math, Social Studies, and Writing will lead to meeting and/or as measured by Index 1.		
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) Curriculum Revision 2) Success Maker Classes 3) Journaling 4) Stallion Stampede	1) Small Group instruction for targeted 8th grade students 2) After school tutorials 3) STAAR diagnostic assessments 4)	1) Formal and informal asses 2) Tutorials 3) Small group instruction 4) STAAR results
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) 2) 3) 4)	1) Eduphoria data 2) Cycle assessments 3) Class grades 4)	1) Eduphoria data 2) Cycle assessments 3) Class grades 4)	1) Eduphoria data 2) Cycle assessments 3) Class grades 4)

LEA Name: West Orange Cove CUSD	
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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? 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?
☐ 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	

LEA Name: West Orange-Cove CISD			
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Needs Assessment Summary and Improvement Plan			
Root Cause 2:	Student groups with the largest gap between state and local performance in Index 2 were White Reading 60 / 69, White Math 63 / 69, Special Ed Reading 74 / 56, and Special Ed Math 68 / 53.		
Index Number:	☐ Not Applicable ☐ Index 1: Student Achievement ☒ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		
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: Encourage Effective Teachers		
Annual Goal:	WOSM will meet or exceed state average in Index 2.		
Strategy:	Student journal, oral paired and choral reading, reader's theater, literature circles, novel study mapping, questioning techniques. Use Eduphoria data tool, reteaching, differentiated scaffolding/spiraling, accelerated instruction for targeted 8th grade students.		
How will addressing this Root Cause impact the Index/Indicator/CSF?	Instruction will improve the teacher focus on the specific needs of individual students and pre learning.		
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) Success Maker	1) Success Maker	1) Success Maker
	2) Content Mastery	2) Content Mastery	2) Content Mastery
	3) IEPs	3) IEPs	3) STAAR results
	4) Stallion Stampede	4) Stallion Stampede	4) Stallion Stampede
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) Formal and informal assessments	1) Formal and informal assessments	1) Formal and informal asses
2)	2) Department Created action plan that addresses student needs	2) Eduphoria	2) Eduphoria
3)	3) Eduphoria	3) STAAR diagnostic assessment	3) After school tutorials
4)	4)	4) After school tutorials	4)

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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
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? ☐ 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

Root Cause 3:	The most significant gaps in STAAR Index 3 performance between state and local occurred in Econ Dis. Math 82 / 62, Econ Dis. Soc. St. 76 / 50, AA Math 73 / 59, and AA Soc. St. 78 / 50.		
Index Number:	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☒ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		Annual Goal: WOSM will meet or exceed state average in Index 3.
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: 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: Focus on Effective Teachers		Strategy: Curriculum alignment and revision process based on data from STAAR test, journaling, note quizzes to assess student mastery, spiraling vocabulary Use Eduphoria's data tool, reteaching scaffolding/spiraling, accelerated instruction for targeted 8th grade students.
			How will addressing this Root Cause impact the Index/indicator/CSF? Using the data to drive instruction will improve the academic performance of students in need

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Interventions by Quarter			
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)	
Q1 Goal:		Q2 Goal:	
Interventions:		Interventions:	
Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q3 Goal:		Q4 Goal:	
Interventions:		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?		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?		What data will be collected to monitor interventions?	
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.		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?	
☐ 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 r			

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Needs Assessment Summary and Improvement Plan			
Root Cause 4:	When looking at the four WOCM student groups that were measured in Index 4 (all students, AA, Hisp., White), their combined performance were approximately 15 points below state.		
Index Number:	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☒ Index 4: Postsecondary Readiness		
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: 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		
Annual Goal:	WOCM will meet or exceed state average in Index 4.		
Strategy:	Writing Academy, daily oral language, wild writing Wednesday, graphic organizers, word wall alignment and revision process based on data from STAAR test, journaling, notes and map assess student mastery, spiraling vocabulary, greater use of technology in the classroom, di halfways by subject.		
How will addressing this Root Cause impact the Index/Indicator/CSF?	Addressing needs identified in Index 4 will promote progress toward meeting student post		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal:	Q2 Goal: Improve 3% in Writing and 10% in Social Studies.	Q3 Goal: Improve 3% in Writing and 10% in Social Studies.	Q4 Goal: Improve 3% in Writing and
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) Fresh Eye Walks	1) Fresh Eye Walks	1) STAAR results.
	2) Word Walls	2) STAAR diagnostic testing	2) Technology integration in c
	3) Technology integration in classrooms	3) Technology integration in classrooms	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?	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?
Select	Select	Select	Select