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 apporpriate school behavior
Need 4:	
Need 5:	

Important Notice: Improvement Required districts/campuses must complete Attestation Statement at the bottom of this tab to fulfill TEC §39.106 requirements!

Need:	School lacks effective and implementation of highly effective MATH strategies consistently		CSF 1-Improve Academic Performance	ESEA TP: Strengthen the School's Instruction
Index:	3		CSF 2-Quality Data to Drive Instruction	ESEA TP: Use of Data to Inform Instruction
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		CSF 3-Leadership Effectiveness	ESEA TP: Provide Strong Leadership
Annual Goal:	By the end of the 2014-2015 school year, the ELL sub-group will increase by at least 24 %		CSF 4-Increased Learning Time	ESEA TP: Redesigned School Calendar
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		CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
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		CSF 6-School Climate	ESEA TP: Improve School Environment

Critical Success Factor / ESEA Turnaround Principle Key

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)	
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	1)	Provide on-going professional development targeting small group and rigorous instruction, and SIOP strategies	1)	Provide on-going professional development targeting AR Math and Think Through Math	1)	Monitor student achievement of math Power Standards
2)	PLCs assess lesson plans targeting small group and rigorous instruction, including SIOP strategies	2)	PLCs assess lesson plans targeting small group and rigorous instruction, including SIOP strategies	2)	Analyze data targeting student usage and student achievement, followed by monitoring and provide support as needed	2)	Create and monitor action plans (storyboard) including SMART goals each cycle
3)	Conduct walkthroughs to provide effective feedback and support as needed	3)	Conduct walkthroughs to provide effective feedback and support as needed	3)	Develop individual student intervention 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?**	
1)	Sign in sheet for professional development targeting small group and rigorous instruction	1)	Sign in sheet for professional development targeting small group and rigorous instruction	1)	Sign in sheets for professional development targeting implementing AR Math and Think Through Math with fidelity	1)	TEKS analysis report targeting math Power Standards
2)	Percentage of lessons observed targeting small group and rigorous instruction	2)	Percentage of lessons observed targeting small group and rigorous instruction	2)	Progess Monitoring Reports targeting student usage and student achievement: PLC Agenda items	2)	Action plans targeting SMART goals
3)	Sign in sheet for professional development targeting small group and rigorous instruction	3)	Sign in sheet for professional development targeting small group and rigorous instruction	3)	Individual student intervention plan of action	3)	Number of students per class roster
4)	Percentage of lessons observed implementing SIOP strategies	4)	Percentage of lessons observed implementing SIOP strategies	4)	Student sign in sheet for after school tutorials	4)	Student Attendance Report

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?	

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

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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?	

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

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

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:	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% (59%)
Interventions:		Interventions:		Interventions:		Interventions:	
1)	Provide on-going professional development targeting small group and rigorous instruction, and SIOP strategies	1)	Provide on-going professional development targeting small group and rigorous instruction, and SIOP strategies	1)	Provide on-going professional development targeting I-Station and AR Reading	1)	Create and monitor action plans (storyboard) including SMART goals each cycle
2)	PLC's assess lesson plans targeting small group and rigorous instruction, including SIOP strategies	2)	PLC's assess lesson plans targeting small group and rigorous instruction, including SIOP strategies	2)	Analyze data targeting student usage and student achievement, followed by monitoring and provide support as needed	2)	Extended Summer Learning

Needs Assessment Summary and Improvement Plan

	3) Conduct walkthroughs to provide effective feedback and support as needed		3) Conduct walkthroughs to provide effective feedback and support as needed		3) Develop individual student intervention plans of actions for achievement		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 Reading with fidelity		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) Progess 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)

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?		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 apporpriate 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 devlopment on Boys Town Curriculum,Character Counts,RtI,Cuturall Diverse (5) Pormote positive behavior, (6) Community in Schools, (7) Parent		

ccess Factor / ESEA und 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

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Campus Name:	West Orange-Stark

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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 Su Turnaro	CSF 6-School Climate	ESEA TP: Improve School Environment
				CSF 7-Teacher Quality	ESEA 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)	
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 intensfied social skill instruction	2)	Scheduled students identified as tier 2 to receive intensfied social skill instruction	2)	RtI for Behavior	2)	RtI for Behavior
3)	Reinforce positve behavior	3)	Reinforce positve behavior	3)	Reinforce positve behavior	3)	Reinforce positve behavior
4)	Community in Schools (CIS)	4)	Community in Schools (CIS)	4)	Community in Schools (CIS)	4)	Community in Schools (CSI)
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 Referal Reports	4)	CIS Referal Reports	4)	CIS Referal Reports	4)	CIS Referral Reports

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Needs Assessment Summary and Improvement Plan

Need:	Sign in sheet for professional development targeting small group and rigorous instruction		**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: Redesigned School Calendar
Strategy:	schedule for Tier 2 students to receive support service, (3) Refer students with excessive behavior problems to RtI committee, (4) Professional devlopment on Boys Town Curriculum,Character Counts,RtI,Cuturall Diverse (5) Pormote 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

Critical Success Factor / ESEA Turnaround Principle Key