

Required Information

LEA Name:	Waskom ISD	Campus Name:	Waskom	ESC:	7
CDN:		Campus Number:	102103	Primary PSP:	Rebeka Morgan
Date of Public Hearing:	Oct. 28, 2013	Date of Approval by Board:	Oct. 28, 2013	Date Reconstitution Plan Completed and Approved by the Board:	
District Leadership Team:	Wade Youngblood and Andrew Chilcoat			District Coordinator of School Improvement:	Margie Bell
	Brittney Davis				
	Margie Bell				
	Jimmy Cox				
	Rachel Hawkins and Bonita Cherry				

Improvement Plan Tips

Feature	Explanation	Screenshot
Dropdown menu selection	Certain questions in this document will require you to choose a response from a dropdown menu of choices. To select one of the options, simply click on the cell with the dropdown menu. Then choose the appropriate option from the list of possible responses.	
Choosing multiple dropdown options	When selecting options from a dropdown menu, it is possible that more than one option may apply. If this is the case, simply click on any and all options that you would like to record. All options that were chosen will display in the cell, separated by commas.	
Deleting an option once it is chosen from a dropdown	There are three ways to delete an option once it is chosen: 1) delete all contents of the cell by pushing the "Delete" button on your keyboard. This will erase all options that were chosen. 2. Click on the blank option from the dropdown menu. This will erase all options that were chosen. 3) Click on the option from the dropdown menu that you would like to erase. This action will erase only the option that is re-selected.	
Viewing comments	Throughout this document there are various cells containing comment boxes with further information and guidance. These cells marked with a small red icon in the corner of the cell. In order to view the comments in these cells, hover your mouse over the cell and the text box will appear.	
Smart Form	As you fill out this document, the information that you provide will be used to customize the document. As such, the document will only display the questions that apply to you (as a campus or district).	N/A

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Data Analysis Summary

Is this a district submission or campus submission?	Campus
Is your district staged in PBM?	Yes
Definition/Purpose:	<i>Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.</i>
Summary of findings	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the basis for the needs assessment process.
Section 1: Student Achievement	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 1 data over time?	A review of all subjects tested indicate math as the lowest achievement area. Of the 51(All) students who met Level II standard, 27 were EconDis. In math and writing, students numbers in advanced level were in the low single digits.
What impact do the trends have on Index 1?	Student performance in math was low. The campus did not receive additional points for advanced level due to low number of students meeting the standard.
What other insights do the data reveal that impact student success?	The campus needs to focus on improving math instruction and improve student understanding of math concepts, including academic vocabulary for math. The campus needs to increase the number of students in Level III advanced.
Section 2: Student Progress	
Index met?	No
What are the trends in the index 2 data over time?	Below 50% of students met progress required in reading and math. Only 5 students in both reading and math reached exceeded progress.
What impact do the trends have on Index 2?	Because the percentage of students making required progress was below 50%, the campus failed to meet Index 2.
What other insights do the data reveal that impact student success?	The campus needs to focus on helping students achieve progress, specifically into Level III advanced.
Section 3: Closing Performance Gaps	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 3 data over time?	Due to low numbers of students in other groups, only EcoDis was identified. Approximately one half of EcoDis students did not meet math standards.
What impact do the trends have on Index 3?	EcoDis students met standard in the >80% range in reading and writing.
What other insights do the data reveal that impact student success?	The campus needs to focus on improving student achievement in math.

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Data Analysis Summary

Section 4: Postsecondary Readiness	
Index met?	
What are the trends in the index 4 data over time?	
What impact do the trends have on Index 4?	
What other insights do the data reveal that impact student success?	
Section 5: System Safeguards	
Were system safeguards missed for Performance?	Yes
Were system safeguards missed for Participation?	No
Were system safeguards missed for Graduation?	
What are the trends in the System Safeguard data over time?	The student performance in math has declined over the last three years.
What other insights do the data reveal that impact student success?	Math continues to be the area needing the most attention/focus on the campus.
Section 6: PBM	
In what program areas is the district staged?	
If the campus is contributing to the district's PBM staging please explain. Enter your answer in the cell to the right.	

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Data Analysis Summary

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Needs Assessment Summary and Improvement Plan

Definition/Purpose:	<i>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.</i>
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:	Total math alignment, horizontal and vertical, to match new math TEKS in grades K-4.
Need 2:	To effectively accelerate reading performance by providing targeted intervention through a consistent literacy program implemented in grades K through 4
Need 3:	
Need 4:	
Need 5:	

***** Important Notice! Upon completion of the Improvement Plan, please complete Attestation Statement at the bottom of this tab!*****

Need:	Total math alignment, horizontal and vertical, to match new math TEKS in grades K-4.	
Index:	2	
Critical Success Factor:	Improve Academic Performance	
Annual Goal:	Maintain and increase performance of advanced level students to 15% of total students tested in math on 2014 STAAR test.	

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Strategy:	Implement an effective math curriculum alignment that correlates with the depth and complexity of the TEKS assessed with STAAR.	
How will addressing this need impact the index/CSF or major system identified?		
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Needs Assessment Summary and Improvement Plan

Interventions by Quarter

		Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)									
Need 1	To date, what actions have been taken to address Need 1?	<p>A curriculum/instruction coach has been hired by the district to assist all teachers with curriculum alignment and effective instruction. Staff development in July to align math TEKS in grades K-8. Master schedule was created to allow common planning time for PLC. Teachers attended staff development directed toward new math TEKS. Analyzed STAAR data in 3rd & 4th grade team</p>	<p>Q2 Goal: Maintain or increase number of students meeting advanced level by 5%.</p>	<p>Q3 Goal: Maintain or increase number of students meeting advanced level by 10% inclusive of previous 5% in Quarter 2.</p>	<p>Q4 Goal: Maintain or increase number of students meeting advanced level by 15% inclusive of previous 10% in Quarter 3.</p>									
			Interventions:		Interventions:		Interventions:							
			<p>1) Professional development with PSP, regional staff, and other contracted personnel in using instructional strategies that focus on higher level thinking.</p>	<p>2) Using the vertical alignment developed with team leaders, teachers meet weekly to develop horizontally aligned instructional strategies in math.</p>	<p>3) Implement the use of academic vocabulary/word walls following research based strategies, i.e. Marzano's SIX STEPS STRATEGIES TO ACADEMIC VOCABULARY.</p>	<p>4)</p>	<p>1) Identify students by their level of improvement required to meet advanced level on Math 2014 STAAR.</p>	<p>2) Disaggregate and evaluate data from 1st semester to determine data-driven instruction for identified students.</p>	<p>3) Update Curriculum Instruction Assessment (CIA) notebook to determine progress toward student performance goals.</p>	<p>4) Data dig during PLC to determine student intervention.</p>	<p>1) Monitor each identified student's progress toward meeting the improvement required to reach advanced level on Math 2014 STAAR.</p>	<p>2) Disaggregate and evaluate benchmark data from 2nd semester to determine focused data driven instruction for STAAR.</p>	<p>3) Update CIA notebook to determine progress toward student performance goals.</p>	<p>4) In house professional development to evaluate effective vertical/horizontal alignment</p>
			What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?							
			<p>1) Walkthrough documentation by administrators observing the use of instructional strategies focusing on higher level thinking, academic vocabulary, and word walls.</p>	<p>2) Agendas/notes from team meetings referencing vertical and horizontal alignment.</p>	<p>3) Review lesson plans to monitor use of questioning strategies and formative assessment.</p>	<p>4)</p>	<p>1) CIA notebooks on a 6-weeks basis.</p>	<p>2) Classroom observations and walkthroughs to document differentiation based on individual student data.</p>	<p>3) Agendas and minutes from RTI committee meeting to identify tier levels of students.</p>	<p>4) Attend PLC mtgs to monitor data in CIA notebooks to monitor results of the actions planned on the Student Data Tracking Sheets every 3 weeks.</p>	<p>1) Use DMAC quintile report to monitor each student's improvement required.</p>	<p>2) Results from Math STAAR 2014</p>	<p>3) Evaluate PLC logs and effectiveness of CIA notebooks</p>	<p>4) Sign-in form for professional development for vertical/horizontal alignment</p>
			End of Quarter Reporting											

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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.		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?	

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Need:	To effectively accelerate reading performance by providing targeted intervention through a consistent literacy program implemented in grades K through 4
Index:	2
Critical Success Factor:	Improve Academic Performance
Annual Goal:	At least 80% of the students in grades K-4 will be reading on grade level by May, 2014.
Strategy:	Implement with 100% fidelity the Leveled Literacy Intervention in grades K-4 .
How will addressing this need impact the index and CSF identified?	Students will be able to read and comprehend the information required to complete all subject area tests successfully.

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Interventions by Quarter

Need 2

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
To date, what actions have been taken to address Need 2?	Staff development in July to align math TEKS in grades K-8. Staff development for teachers involved in literacy program change. Implementing Leveled Literacy Intervention (LLI) in grades K-4. District purchased iStation for grades PK - 2 to enhance RTI in elementary. Grades 3 - 8 received iStation from the state student success initiative.						
		Q2 Goal: All teachers will implement with 100% fidelity the new LLI program.		Q3 Goal: By March, 2014, 40% of students in grades K-4 will be reading on or above grade level.		Q4 Goal: By May, 2014, 80% of students, inclusive of Quarter 3, in grades K-4 will be reading on or above grade level.	
		Interventions:		Interventions:		Interventions:	

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		1) Professional Development to ensure proper implementation of LLI program. 2) Pull-out for Tier II and Tier III students in LLI, ESL, and iStation 3) Daily Five (words, writing, listening, reading) for all students in K-4 4) Assess all students using DRA and ISIP	1) Continue Guided reading instruction. Pull-out for LLI, ESL, and iStation to increase time on focused, targeted instruction for students who have not attained the appropriate reading level. 2) Daily Five (words, writing, listening, reading) Data dig during early release waiver day to identify progress with PSP facilitator. 3)	1) Intensive STAAR directed instructional focus 2) Pull-out for LLI, ESL, and iStation 3) Daily Five (words, writing, listening, reading) 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?
		1) Running records data/forms for guided reading 2) ISIP reports of overall reading to identify Tier levels 3) DRA reports for identifying all students reading levels 4) Rosetta Stone reports to determine English acquisition proficiency	1) Running records data/forms 2) ISIP and Rosetta Stone reports effectiveness of Daily Five, Guided Reading, and pull-outs 3) Sign-in forms for professional development data dig and lesson plans to verify data driven instruction 4)	1) STAAR results in reading, writing, and math ISIP reports, DRA EOY reports, Rosetta Stone reports to evaluate effectiveness of programs as compared to student progress. 2) Summary of data walkthroughs and classroom observations 3)

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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?	
	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?	

Need:	
Index:	2
Critical Success Factor:	
Annual Goal:	
Strategy:	
How will addressing this need impact the index and CSF identified?	

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Need 3

Interventions by Quarter							
Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
To date, what actions have been taken to address Need 3?		Q2 Goal:		Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		1)		1)		1)	
		2)		2)		2)	
		3)		3)		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?	
		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
4)		4)		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?	
		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?	

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Need:	
Index:	
Critical Success Factor:	
Annual Goal:	
Strategy:	
How will addressing this need impact the index and CSF identified?	

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Interventions by Quarter

Need 4		Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
		To date, what actions have been taken to address Need 4?		Q2 Goal:		Q3 Goal:		Q4 Goal:	
				Interventions:		Interventions:		Interventions:	
				1)		1)		1)	
				2)		2)		2)	
				3)		3)		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?	
				1)		1)		1)	
				2)		2)		2)	
				3)		3)		3)	
				4)		4)		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?
	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?

Need:	
Index:	
Critical Success Factor:	
Annual Goal:	
Strategy:	
How will addressing this need impact the index and CSF identified?	

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Interventions by Quarter

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
Need 5	To date, what actions have been taken to address Need 5?	Q2 Goal:		Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		1)		1)		1)	
		2)		2)		2)	
		3)		3)		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?	
		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
4)		4)		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?	
	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?	

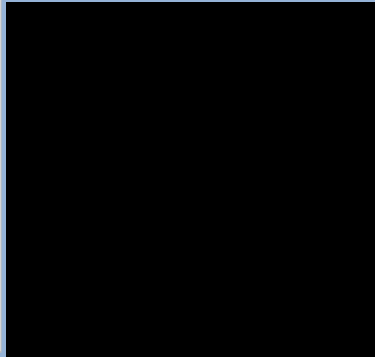
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Need 6	
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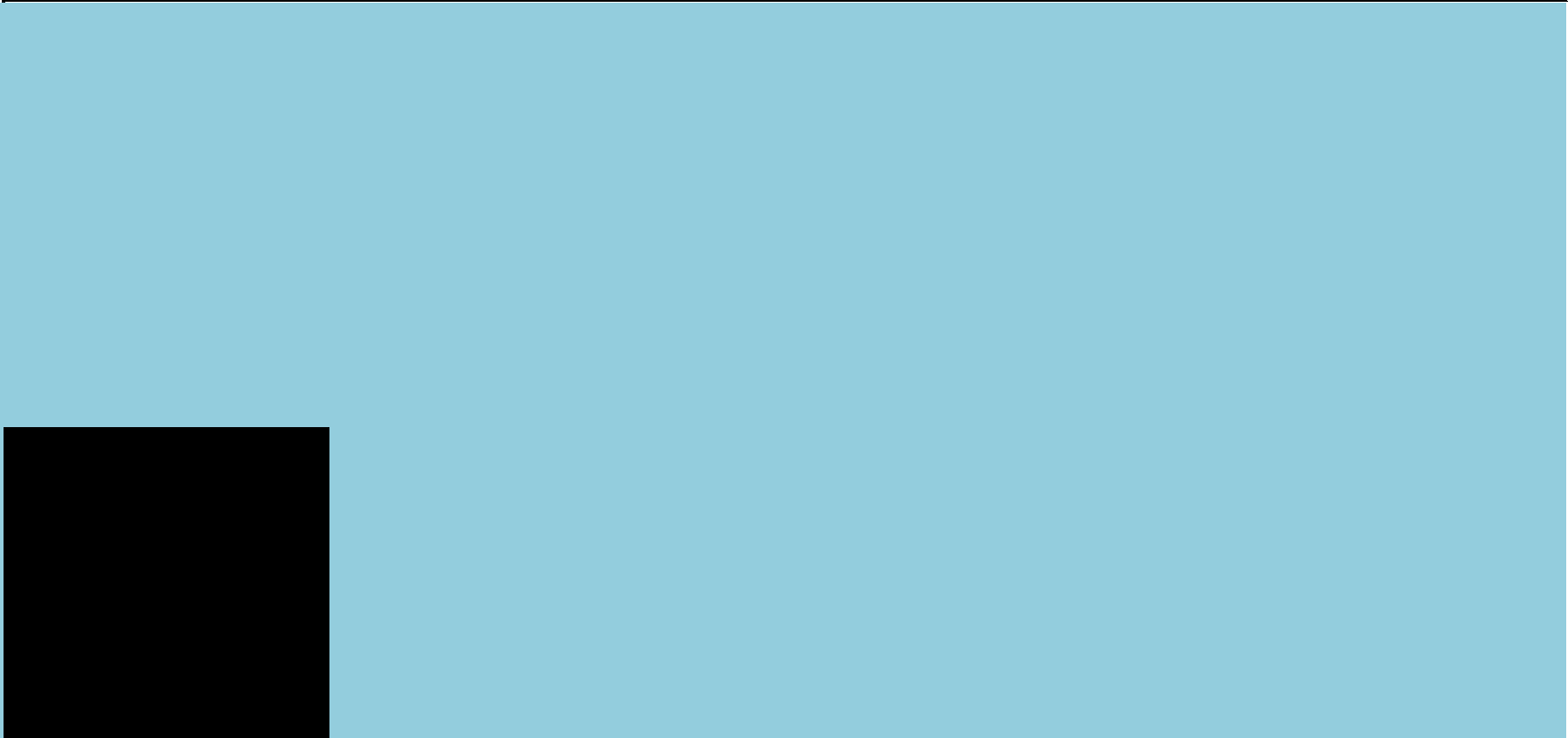
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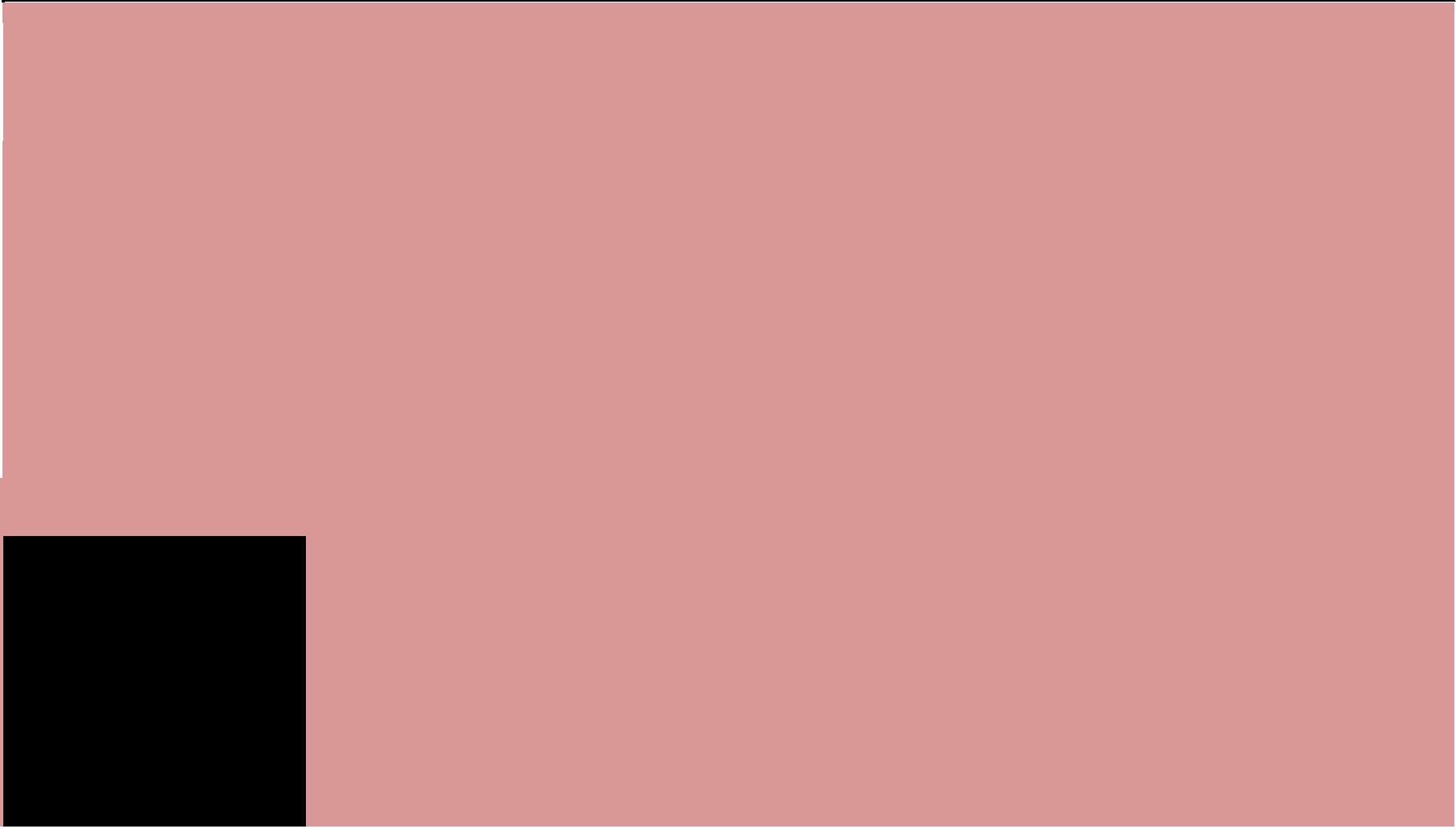
Need 7



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Need 8



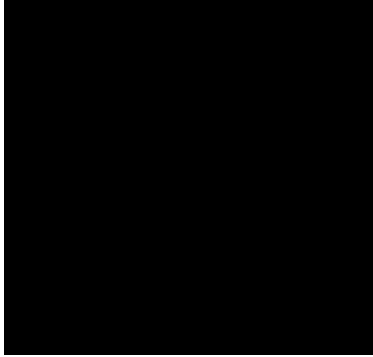
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Needs Assessment Summary and Improvement Plan

Need 10

Attestation Statement:	<input type="checkbox"/> By checking the box, I attest that an on-site needs assessment has been conducted 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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