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| LEA Name: | Southwest ISD |
| Campus Name: | Hidden Cove Elementary |

Revised: 10.13.13

Needs Assessment Summary and Improvement Plan

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| 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> |
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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.

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| Need 1: | Scores/Performance at all grade levels do not meet district expectations of 70% passing. |
| Need 2: | To Implement a systemic and vertically aligned campus writing program. |
| Need 3: | To implment a systemic and vertically aligned campus fluency focus. |

NEED 1

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| Need: | Scores/Performance at all grade levels on math assessments do not meet district expectations of 70% passing. |
| Index: | 2 |
| Critical Success Factor: | Improve Academic Performance, Teacher Quality, Quality Data to Drive Instruction |
| Annual Goal: | 90% of all students will meet math grade level expectations |
| Strategy: | All teachers will have improved scores on their 3 selected SE's on the their Teacher Self Report |
| How will addressing this need impact the index/CSF or major system identified? | It will address of need of teachers gap in pedagogy and delivery and knowledge which will directly impact stuents' perfromance. |

Interventions by Quarter

| Q1 (July, Aug, Sept) | | Q2 (Oct, Nov, Dec) | | Q3 (Jan, Feb, Mar) | | Q4 (Apr, May, June) | |
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| To date, what actions have been taken to address Need 1? | Q2 Goal: | 100% of all teachers will receive training on math selected 3 SEs they selected and noted on Teacher Self Report as needing additional training in math. | Q3 Goal: | 65% of all students will meet grade level expectations on MOY assessments and 90% of all students will meet expectations on math selected SE's. | Q4 Goal: | 90 % of students will meet grade level expectations on the EOY math assessments and 100% of all students will meet expectations on math selected SE's. | |
| | Interventions: | | Interventions: | | Interventions: | | |
| | 1) | All math teachers attend all Super Saturday trainings that addresses one of their selected SE to help improve student scores. | 1) | Evaluation of student performance on assessments using heat maps and data analysis. | 1) | Evaluation of student performance on assessments using heat maps and data analysis. | |
| | 2) | Provide training and feedback for teachers on their selected SE to address their selected SEs to help improve student scores. | 2) | Provide additional or alternative training by Campus leaders & curriculum consultants. | 2) | Teacher growth through evaluation and walkthroughs. | |
| | 3) | District Core Content Specialists will provide staff development based on teacher need. | 3) | District Core Content Specialists will provide staff development based on teacher need. | 3) | District Core Content Specialists will provide staff development based on teacher need. | |
| | 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) | Teacher Sign in for Staff Development | 1) | Student assessments scores and data analysis reports | 1) | Student Assessment results will show improvement | |
| 2) | Teacher Observation and SE evaluations reports | 2) | Teachers sign in for staff development | 2) | PDAS and walk-through evaluations | | |
| 3) | Student assessments scores and data analysis reports | 3) | Teacher training certificates and training agendas | 3) | Teacher training certificates and training agendas | | |
| 4) | | 4) | | 4) | | | |

NEED 2

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| Need: | To Implement a systemic and vertically aligned campus writing program. |
| Index: | 4, 2 |
| Critical Success Factor: | Improve Academic Performance, Quality Data to Drive Instruction, Leadership Effectiveness, Teacher Quality |
| Annual Goal: | 100% of the students will increase by 1 year on the writing rubric annually. |
| Strategy: | All teachers will utilize the campus wide writing program |
| How will addressing this need impact the index and CSF identified? | This will improve the quality of the teacher's understanding of the writing standards, vertical writing alignment, and improve targeted writing strategies during instruction. |

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 2? | Created training for Emergent Writing | Q2 Goal: | Train and implement the writing program, Exploring Writing | Q3 Goal: | 50% of each class will show growth. | Q4 Goal: | 100% of each class will show growth from baseline score to grade level standards. |
| | | Interventions: | | Interventions: | | Interventions: | |
| | | 1) | Teacher/Student conferences. | 1) | Teacher/student conference | 1) | Teacher/student conference |
| | | 2) | Monthly Campus level Lateral Scoring of student writing | 2) | Monthly Campus level Lateral Scoring of student writing | 2) | Monthly Campus level Lateral Scoring of student writing |
| | | 3) | Emergent and STAAR Writing training | 3) | Writing modeling for teachers | 3) | Evaluate teachers on their growth. |
| | | 4) | Tutoring (Phase 1) for students in quintiles 3, 4, & 5 | 4) | Tutoring (Phase 2) | 4) | Tutoring (Phase 1) for students in quintiles 3, 4, & 5 |
| | | 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) | Monthly Campus lateral scoring scores | 1) | Monthly Campus lateral scoring scores | 1) | Monthly Campus lateral scoring scores | |
| | 2) | 30 % Benchmarks writing scores will show improvement | 2) | 60% of Benchmarks writing scores will show improvement | 2) | 100% of Benchmarks writing scores will show improvement | |
| | 3) | Sign-in Sheets and walk-thrus | 3) | Walk-thrus and observations | 3) | STAAR results reflect state standard scores of 75% or better | |
| | 4) | Quintiles data and student reports | 4) | Quintiles data and student reports | 4) | Quintiles data and student reports | |

NEED 3

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| Need: | To implment a systemic and vertically aligned campus fluency focus through research-based reading strategies and interventions. |
| Index: | 1, 2, 3, 4 |
| Critical Success Factor: | Improve Academic Performance, Quality Data to Drive Instruction, Leadership Effectiveness, Increased Learning Time |
| Annual Goal: | 100% of 3rd through 5th grade will increase fluency by 45 wpm annually and Kindergarten and first will be at grade level by the end of the year. |
| Strategy: | Bi-monthly (every other week) campus wide fluency checks; grade level teachers and Reading Specialist will review fluency checks to provide support and/or intervention strategies to address student needs, & provide training on fluency. |
| How will addressing this need impact the index and CSF identified? | Addressing the reading fluency will increase student comprehension which impacts all core content levels and indexes. Struggling students will increase their reading ability at an earlier age to prevent gaps in achievement and targeting reading will allow for reading to be less of an obstacle for student success in all areas. |

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: | Students will increase fluency by 15 wpm. | Q3 Goal: | Students will increase fluency by 15 wpm. | Q4 Goal: | Students will increase fluency by 15, thus meeting the goal of increasing by 45 wpm for the school year. |
| | | Interventions: | | Interventions: | | Interventions: | |
| | | 1) | Strategic Encounters from Imagine It! | 1) | Strategic Encounters from Imagine It! | 1) | Strategic Encounters from Imagine It! |
| | | 2) | Fluency Checks bi-weekly | 2) | Fluency Checks bi-weekly | 2) | Fluency Checks bi-weekly |
| | | 3) | Florida Center for Reading Research & TPRI intervention activities | 3) | Florida Center for Reading Research & TPRI intervention activities | 3) | Florida Center for Reading Research & TPRI intervention activities |
| | | 4) | Strategic support from Imagine It! | 4) | Strategic support from Imagine It! | 4) | Strategic support from Imagine It! |
| | | 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) | Data reports and student data reports | 1) | Data reports and student data reports | 1) | Data reports and student data reports |
| | 2) | Biweekly fluency scores | 2) | Biweekly fluency scores growth | 2) | Biweekly fluency scores growth | |
| | 3) | TPRI scores for primary BOY | 3) | TPRI scores for primary MOY | 3) | TPRI scores for primary EOY | |
| | 4) | Assessments | 4) | Assessments | 4) | Assessments | |