

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 7	092903	Longview ISD	000000125	Ware Elementary

Needs Assessment Summary and Improvement Plan

Definition / Purpose:	<p>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:</p> <p>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: Review data analysis Step 5: Root cause analysis</p> <p>The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</p>
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Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	Only 55% of the 5th grade students (40% AA; 68% Hispanic) met the standard (59%) on the 2016 STAAR science test. AA and ECD students did not meet the system safeguards in science.	is occurring because of Root Cause #1	Root Cause 1:	Although the science score improved by 15% from the 2015 STAAR science test, scores are still not up to standard. All teachers need to be teaching science on a regular basis with the appropriate rigor and following the TEKS for science at each grade level.
	PS 2:	Only 48% of the 4th grade students (41% Hispanic; 48% ECD; and 28% ELL) met the standard on the 2016 STAAR writing test. All students, Hispanic, ECD, and ELL students did not meet the system safeguards in writing.	is occurring because of Root Cause #2	Root Cause 2:	Teachers in grades K-5 need to faithfully implement the aligned district writing program and continue the emphasis on revising and editing across the curricula.
	PS 3:	Only 45% of the African American students in 3rd grade met the standard on the 2016 STAAR Reading test.	is occurring because of Root Cause #3	Root Cause 3:	There is a need for alignment in reading, particularly from K through 3rd grade. (Only 45% passed the reading STAAR test in 2016 in 3rd grade.)
	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	<Enter text>
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	<Enter text>
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

<p>Identified and Prioritized Root Causes:</p> <p>It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system.</p>
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If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

***** 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 have been recorded and are available upon request.

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Problem Statement 1:	Only 55% of the 5th grade students (40% AA; 68% Hispanic) met the standard (59%) on the 2016 STAAR science test. AA and ECD students did not meet the system safeguards in science.	Annual Goal:	64% of all students in 5th grade will meet the science standard (64%) on the 2017 STAAR test.
Root Cause 1:	Although the science score improved by 15% from the 2015 STAAR science test, scores are still not up to standard. All teachers need to be teaching science on a regular basis with the appropriate rigor and following the TEKS for science at each grade level.	Strategy:	Implement hands-on science strategies in grades 1-5 at Ware Elementary that are necessary for teaching those TEKS that are critical for the 5th grade science test.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	Teachers in grades 1-5 need additional successful, hands-on science strategies to engage and motivate all students. Students need hands-on activities to help them internalize STAAR and academic vocabulary. Activities are needed to guide students from the concrete to the abstract concepts. Also, some SEs that are tested only appear once - in 3rd grade or in 4th grade, and they are not mentioned again until the test. These specific SEs need to be spiraled in succeeding grades. The campus will use data, housed in DMAC, after each common assessment to assess mastery of SEs and TEKS. Activities will be prepared for parents to use to help their students at home to practice strategies learned in class. This is called "parent homework". Teachers will grow in their knowledge of science concepts and new strategies from professional development from the district curriculum office. The Principal will monitor classrooms through walk throughs, lesson plans, PLC notes and agendas, and teacher conferences. All of the above will add to improving school climate and environment.

Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	A common assessment is given at the end of the first six weeks to set a baseline for subsequent assessments to determine progress being made in science instruction in grades 1-5.	Q2 Goal:	At least 60% of Grades 1-5 students will meet the standard on the January common assessment/benchmark.	Q3 Goal:	64% of all students in grades 1-5 will meet the science standard (64%) at the end of the 4th 6 weeks District assessment.	Q4 Goal:	By mid-June, campus leadership will review science data for 2016-17 to determine the effectiveness of the interventions put into place by implementing science strategies and to identify any changes for 2017-2018.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	The Principal and members of the Campus Leadership Team will visit schools in the top 25% of comparison group of schools to observe their science program, resources, and strategies.	1)	Conduct a science boot camp for teachers to discuss and model strategies for science vocabulary, questioning stems, and journaling strategies.	1)	Target science strategies per grade level 1-5; model how lessons, labs, and questions should look; model journals, interactive word walls.	1)	Conduct a science boot camp for students, based on simulation results.

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	<p>Grade level teachers will meet with the principal every Monday throughout the year to discuss progress being made by each student and class.</p> <p>2)</p>		<p>In PLCs--Focus on science vocabulary K-5 and labs. Analyze science common assessments every 3 weeks for 1-5.</p> <p>2) 4 members of the CLT will attend CAST. When they return, they will share strategies and information with the faculty.</p>		<p>In PLCs--Continue to model science lessons and analyze science questions in PLCs; use STAAR science vocabulary daily.</p> <p>2)</p>		<p>Continue using all strategies learned from PD, STAAR vocabulary, science labs and STAAR questions.</p> <p>2)</p>
	<p>Analyze science common assessments - every 3 weeks for 1-5.</p> <p>3)</p>		<p>Provide students with science lab lessons / investigations, journaling, field trips in grades PK-5 to compare, adapt, and draw conclusions, using data or models.</p> <p>3)</p>		<p>Analyze science common assessments every 3 weeks for 1-5. Analyze science simulation and group students for extra help.</p> <p>3)</p>		<p>Use preliminary data from ETS and DMAC to begin planning for 2017-2018. List those strategies that worked well. Celebrate successes.</p> <p>3)</p>
	<p>Use the District elementary science consultant to provide professional development as teachers need help. Use science question stems to ask science questions; use STAAR science vocabulary in daily speaking and writing; Conduct hands-on science experiments and use STAAR questions after every lab.</p> <p>4)</p>		<p>5th grade students will participate in a science fair and will produce exhibits based on TEKS taught in 3rd grade (matter and energy; force, motion, and energy) and 4th grade (earth's renewable resources) that are not spiraled and occur only at those grade levels.</p> <p>4)</p>		<p>Conduct hands-on science experiments and use STAAR questions after every lab.</p> <p>4)</p>		<p>Schedule science PD for the summer and fall. Register teachers.</p> <p>4)</p>

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
	<p>1) Pictures, handouts, notes, etc. Copies of schedules, strategies, resource lists, etc.</p>		<p>1) Schedule; sign-in sheets; list of presenters; agendas, handouts, projects, etc.</p>		<p>1) Lesson plans; handouts; walk through notes; STAAR questions</p>		<p>1) Lesson plans; handouts; walk through notes; STAAR questions</p>
	<p>2) Student rosters, grade books, notes, assessments, RTI notes, recommendations for individual students</p>		<p>2) Lesson plans; walk throughs; assessments correlated to level of TEKS/curriculum; science questions used in classroom lessons and noted on walk throughs; Data in DMAC for analysis; assessments discussed in PLCs -- agendas, notes, sign-in sheets; results reported to Principal</p>		<p>2) Lesson plans; walk throughs; assessments correlated to level of TEKS/curriculum; science questions used in classroom lessons and noted on walk throughs</p>		<p>2) Lesson plans; walk throughs; assessments correlated to level of TEKS/curriculum; science questions used in classroom lessons and noted on walk throughs</p>
	<p>3) Data in DMAC for analysis; assessments discussed in PLCs - agendas, notes, sign-in sheets; results reported to Principal</p>		<p>3) Registrations; certificates of completion; lesson plans; walk throughs</p>		<p>3) Data in DMAC for analysis; assessments discussed in PLCs - agendas, notes, sign-in sheets; results reported to Principal</p>		<p>3) ETS data sheets; DMAC data sheets; list of successful strategies and successful teachers</p>
	<p>4) List of sci Q stems; number of times Q stems are used as noted in walk throughs; vocabulary noted in walk throughs and lesson plans and on assessments; lesson plans; handouts; walk through notes; STAAR questions</p>		<p>4) Lesson plans; walk throughs; student products; student grades; assessments; student results</p>		<p>4) Lesson plans; handouts; walk through notes; STAAR questions</p>		<p>4) Registration forms; schedules of PD for summer and fall; certificates of completion</p>

End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select

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Needs Assessment Summary and Improvement Plan

Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.	<Enter text>
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Problem Statement 2:	Only 48% of the 4th grade students (41% Hispanic; 48% ECD; and 28% ELL) met the standard on the 2016 STAAR writing test. All students, Hispanic, ECD, and ELL students did not meet the system safeguards in writing.	Annual Goal:	60% of the 4th graders at Ware Elementary will meet the standard (57%) on the 2017 writing STAAR test.
Root Cause 2:	Teachers in grades K-5 need to faithfully implement the aligned district writing program and continue the emphasis on revising and editing across the curricula.	Strategy:	Teachers K-5 will faithfully implement the District writing process, using rubrics to assess writing progress, and emphasize revising and editing. Writing will occur daily across the curriculum.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction		

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Needs Assessment Summary and Improvement Plan

<p>Critical Success Factors (CSFs)</p> <p>ESEA Turnaround Principles (TPs)</p> <p>Major Systems</p>	<ul style="list-style-type: none"> <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers 	<p>How will addressing this root cause impact the index/indicator/CSF?</p>	<p>Daily writing across the curriculum is critical for writing success overall. Teachers at each grade level, K-5, must understand what is to be taught at their grade level so that writing skills spiral from K to 5. As students build the foundation for writing, this will impact student achievement as writing is actually placing thought and thinking on paper. Teachers will be collecting data from daily writing, journal writing, and assigned compositions, as well as exercises increasing their revising and editing skills, to determine student growth and progress. The Principal is requiring that writing centers, interactive word walls, daily revising and editing, etc. be implemented daily. She does walk throughs daily to monitor this and student progress. Training will be provided by district specialists. A STAAR Night will have a writing component, and models of good student writing for each grade level will be sent home. Student progress in writing will add to the positive school environment at Ware Elementary.</p>
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Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	A common assessment is given at the end of the first six weeks to set a baseline for subsequent assessments to determine progress being made in writing instruction in grades PK-5. Each group will write 1 essay: PK-1 will use story paper; 2-5 will write at STAAR level.	Q2 Goal:	At least 54% of the 4th grade students will meet the standard on the January common assessment/benchmark. Each group (PK-1; 2-5) will write 2 essays during this quarter.	Q3 Goal:	58% of all students in 4th grade will meet the writing standard on the District simulation. Each group will write 1 essay.	Q4 Goal:	Students will continue to write 1 essay during this quarter. By mid-June, campus leadership will review writing data for 2016-17 to determine the effectiveness of the interventions put into place by implementing the District Writing process and to identify any changes for 2017-2018.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Continue campus wide (PK-5) power writing program to build foundational writing skills and develop mastery at each level of proficiency in the writing process.	1)	Continue campus wide (PK-5) power writing program to build foundational writing skills and develop mastery at each level of proficiency in the writing process.	1)	Continue campus wide (PK-5) power writing program to build foundational writing skills and develop mastery at each level of proficiency in the writing process.	1)	Implement district wide writing assessment portfolios in PK-2 grades to collect student samples with proof of content application.
2)	Implement district wide writing assessment portfolios in PK-2 grades to collect student samples with proof of content application.	2)	Implement district wide writing assessment portfolios in PK-2 grades to collect student samples with proof of content application.	2)	Implement district wide writing assessment portfolios in PK-2 grades to collect student samples with proof of content application.	2)	Implement district WOW training for 3rd and 4th grade writing teachers to deliver targeted writers' workshop instruction and promote district wide grade level PLCs.
3)	Implement district WOW training for 3rd and 4th grade writing teachers to deliver targeted writers' workshop instruction and promote district wide grade level PLCs.	3)	Implement district WOW training for 3rd and 4th grade writing teachers to deliver targeted writers' workshop instruction and promote district wide grade level PLCs.	3)	Implement district WOW training for 3rd and 4th grade writing teachers to deliver targeted writers' workshop instruction and promote district wide grade level PLCs.	3)	Use preliminary data from ETS and DMAC to begin planning for 2016-2017. List those strategies that worked well. Celebrate successes.
4)	Use pacing guides, written this summer in English and Spanish, in grades PK-5.	4)	Writers Workshop professional development will be held once a month for grades 3 and 4.	4)	Writers Workshop professional development will be held once a month for grades 3 and 4.	4)	Plan for 2016-2017: personnel, master schedule; PD needs based on STAAR results.
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	

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1) Power writing assessment results	1) Power writing assessment results	1) Power writing assessment results	1) Writing asesment prortfolios for grades PK-2
2) Writing asesment portfolios for grades PK-2	2) Writing asesment portfolios for grades PK-2	2) Writing asesment portfolios for grades PK-2	2) PD sign in sheets; PLC agendas, sign-ins, and strategies
3) PD sign-in sheets; PLC agendas, sign-ins, and strategies	3) PD sign-in sheets; PLC agendas, sign-ins, and strategies	3) PD sign-in sheets; PLC agendas, sign-ins, and strategies	3) DMAC sheets; 2017 Accountability Results; list of strategies that worked
4) Pacing guide notebooks	4) Sign-in sheets; handouts; strategies	4) Sign-in sheets; handouts; strategies	4) TIP for 2017-18; master schedule; registrations for PD; certificates of completion

End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training	Please provide additional information for the selection of Other or for any selected elements	<Enter text>
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		lack of success?	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	selected elements.	
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year. <Enter text>

Problem Statement 3:	Only 45% of the African American students in 3rd grade met the standard on the 2016 STAAR Reading test.	Annual Goal:	55% of 3rd grade and 55% of 4th grade students will meet the standard on the 2017 Reading STAAR test.
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Root Cause 3:	There is a need for alignment in reading, particularly from K through 3rd grade. (Only 45% passed the reading STAAR test in 2016 in 3rd grade.)	Strategy:	Data will be used to drive instruction: grade level teachers will meet weekly with the Principal to dialogue and justify results.
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Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	By working with 3rd grade teachers to increase their knowledge of reading skills and to use data to drive their instruction, 3rd grade reading scores will increase. 4th graders are beginning behind when the 2016-2017 school years starts, and therefore 4th grade teachers will need to work even harder to catch their students up. They, too, will be data driven, as well as 5th grade teachers, Reading teachers will meet weekly with the principal to dialogue and justify student results on weekly and common assessments. Reading is in 90 minute blocks so that teachers have time in class to work with students who are behind. Parents will be notified immediately if students are behind in their work or if they are disturbing the learning environment. The Principal is exploring the possibility of hiring a reading specialist for this campus. Reading Professional development was presented by the District reading specialist during the summer, and teachers from Ware were required to attend.
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Interventions by Quarter

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Q1 Goal:	A common assessment is given at the end of the first six weeks to set a baseline for subsequent assessments to determine progress being made in reading instruction in grades 3-5. Grades K-2 will administer reading records and TPRI to their students.	Q2 Goal:	At least 52% of the 4th grade students will meet the standard on the January common assessment/benchmark. 50% of Grade 3 students will meet the standard on the January common assessment/benchmark.	Q3 Goal:	55% of all students in 3rd and 4th grade will meet the reading standard on the end of 4th 6 weeks District common assessment.	Q4 Goal:	By mid-June, campus leadership will review writing data for 2016-17 to determine the effectiveness of the interventions put into place by implementing data driven reading process and to identify any changes for 2017-2018.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	

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Needs Assessment Summary and Improvement Plan

1) Grade levels will meet with the Principal every Monday to discuss weekly reading assessments and justify the results per student.	1) Grade levels will meet with the Principal every Monday to discuss weekly reading assessments and justify the results per student.	1) Grade levels will meet with the Principal every Monday to discuss weekly reading assessments and justify the results per student.	1) Grade levels will meet with the Principal every Monday to discuss weekly reading assessments and justify the results per student.
2) Implement balanced literacy and reading curriculum to enhance reading comprehension using Daily 5/CAFÉ framework.	2) Implement balanced literacy and reading curriculum to enhance reading comprehension using Daily 5/CAFÉ framework. Attend literacy sessions, grades PK-5, provided by the District ELA Specialist.	2) Implement balanced literacy and reading curriculum to enhance reading comprehension using Daily 5/CAFÉ framework.	2) Implement balanced literacy and reading curriculum to enhance reading comprehension using Daily 5/CAFÉ framework.
3) Implement guided reading with an emphasis on reading strategies, vocabulary, critical thinking, and fluency; read alouds, shared reading and writing, and literacy groups.	3) Implement guided reading with an emphasis on reading strategies, vocabulary, critical thinking, and fluency; read alouds, shared reading and writing, and literacy groups.	3) Implement guided reading with an emphasis on reading strategies, vocabulary, critical thinking, and fluency; read alouds, shared reading and writing, and literacy groups.	3) Implement guided reading with an emphasis on reading strategies, vocabulary, critical thinking, and fluency; read alouds, shared reading and writing, and literacy groups.
4) Assess using weekly assessments: grades 1-2 - 5 questions; grades 3-5 --10 questions. Use district common assessments. Teachers will administer running records bi-weekly in grades K-5 to students reading 2 levels below.	4) Assess using weekly assessments: grades 1-2 - 5 questions; grades 3-5 --10 questions. Use district common assessments. Teachers will administer running records bi-weekly in grades K-5 to students reading 2 levels below.	4) Assess using weekly assessments: grades 1-2 - 10 questions; grades 3-5 --20 questions. Use district common assessments and District simulation. Teachers will administer running records bi-weekly in grades K-5 to students reading 2 levels below.	1) Grade levels will meet with the Principal every Monday to discuss weekly reading assessments and justify the results per student. Teachers will administer running records bi-weekly in grades K-5 to students reading 2 levels below. 2) Disaggregate reading data by grade levels from STAAR data. 3) Use preliminary data from ETS and DMAC to begin planning for 2017-2018. List those strategies that worked well. Celebrate successes. 4) Schedule reading PD for the summer and fall. Register teachers.

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) Agenda, minutes, classroom/student data	1) Agenda, minutes, classroom/student data	1) Agenda, minutes, classroom/student data	1) Agenda, minutes, classroom/student data
2) Curriculum notebooks; lesson plans; walk throughs	2) Curriculum notebooks; lesson plans; walk throughs	2) Curriculum notebooks; lesson plans; walk throughs	2) DMAC reports
3) Curriculum notebooks; lesson plans; walk throughs	3) Curriculum notebooks; lesson plans; walk throughs	3) Curriculum notebooks; lesson plans; walk throughs	3) DMAC reports; index reports; teacher reports
4) Assessments; data; DMAC reports	4) Assessments; data; DMAC reports	4) Assessments; data; DMAC reports	4) PD registrations; certificates of completion; agendas; handouts

End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select