

LEA Name:	Dublin ISD
Campus Name:	Elementary

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:	Improve writing skills for Kindergarten through third grade.
Need 2:	Improve on higher order questioning skills and vocabulary strategies.
Need 3:	Improve on disaggregating data
Need 4:	All staff will improve on best instructional practices for all students including bilingual, ESL, and special education.
Need 5:	Improve on engaging students and having students use problem solving skills.
Need 6:	Improving Literacy best practices
Need 7:	

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

Need:	Improve writing skills for Kindergarten through third grade.
Index:	N/A
Critical Success Factor:	Improve Academic Performance
Annual Goal:	To meet or exceed expectations on the state assessment (STAAR)
Strategy:	Implement the writing process and writing folders for kindergarten through third grades, to include skill development, writing in the classroom, and maintenance of writing folders extended to writing across the curriculum.
How will addressing this need impact the index/CSF or major system identified?	This will help improve the index/CSF by having students continuously write in each subject area, which will increase their writing abilities.

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Need 1

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 1?	DES implemented the writing process and writing folders for kindergarten through third grades.	Q2 Goal: To meet or exceed expectations on the state assessment (STAAR) Implement the writing process and writing folders for kindergarten through third grades, to include skill development, writing in the classroom, and maintenance of writing folders extended to writing across the curriculum.		Q3 Goal: To meet or exceed expectations on the state assessment (STAAR) Implement the writing process and writing folders for kindergarten through third grades, to include skill development, writing in the classroom, and maintenance of writing folders extended to writing across the curriculum.		Q4 Goal: To meet or exceed expectations on the state assessment (STAAR) Implement the writing process and writing folders for kindergarten through third grades, to include skill development, writing in the classroom, and maintenance of writing folders extended to writing across the curriculum.	
		Interventions:		Interventions:		Interventions:	
		1)	Writing checkpoints each six weeks.	1)	Writing checkpoints each six weeks.	1)	Writing checkpoints each six weeks.
		2)		2)		2)	
		3)		3)		3)	
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)	Writing folders will be reviewed by administration, and feedback will be provided.	1)	Writing folders will be reviewed by administration, and feedback will be provided.	1)	Writing folders will be reviewed by administration, and feedback will be provided.		
2)		2)		2)	Writing CBA was administered during the sixth six weeks.		
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?	yes		Are you on track to meet the annual goal?	yes		Are you on track to meet the annual goal?	Yes
	Describe the data or evidence used to determine if the goal will or won't be met.	Writing folders are reviewed each six weeks by administration, and feedback is provided to each teacher pertaining to areas of strengths and weaknesses on each TEK covered.		data or evidence used to determine if the goal will or won't be met.	Writing folders are reviewed each six weeks by administration, and feedback is provided to each teacher pertaining to areas of strengths and weaknesses on each TEK covered.		Describe the data or evidence used to determine if the goal will or won't be met.	Writing folders are reviewed each six weeks by administration, and feedback is provided to each teacher pertaining to areas of strengths and weaknesses on each TEK covered. A writing CBA was administered to third grade the last six weeks of school, and the overall passing rate was 74%.
	What, if any, adjustments must be made in order to meet the annual goal?	Adjustments include a writing CBA in the spring. Continue monitoring writing checkpoints each six weeks.		What, if any, adjustments must be made in order to meet the annual goal?	Adjustments include a writing CBA during the last six weeks. Continue monitoring writing checkpoints each six weeks.		What, if any, adjustments must be made in order to meet the annual goal?	

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Need:	Improve on higher order questioning skills and vocabulary strategies.
Index:	1
Critical Success Factor:	Improve Academic Performance
Annual Goal:	To meet or exceed expectations on the state assessment (STAAR)
Strategy:	Implement research-based strategies from Marzano, to include an emphasis on questioning techniques and vocabulary development across the curriculum to increase student achievement. All staff attended K-12 HOTS training in August 2013.
How will addressing this need impact the index and CSF identified?	This will help improve the index/CSF by engaging students to become problem solvers and think at a higher level.

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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?	include an emphasis on questioning techniques and vocabulary development across the curriculum to increase student achievement. All staff attended K-12 HOTS training in August 2013.	To meet or exceed expectations on the state assessment (STAAR)	To meet or exceed expectations on the state assessment (STAAR)	To meet or exceed expectations on the state assessment (STAAR)
		Q2 Goal:	Q3 Goal:	Q4 Goal:
		Interventions:	Interventions:	Interventions:
		1) Professional development	1) Professional development	1) Professional development
		2) Implementation of word walls.	2) Implementation of word walls	2) Implementation of word walls
		3) Implementation of anchor charts	3) Implementation of anchor charts	3) Implementation of anchor charts
		4) Teachers document HOTS in lesson plans.	4) Teachers document HOTS in lesson plans.	4) Teachers document HOTS in lesson plans.
		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) lesson plans	1) lesson plans	1) lesson plans
		2) staff development certifications	2) staff development certifications	2) staff development certifications
		3) walk through observations	3) walk through observations	3) walk through observations
		4)	4)	4) STAAR scores

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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?	Yes	Are you on track to meet the annual goal?	Yes	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.	Six weeks reading CBA data shows that there was an increase of 14% on the TEK that represents vocabulary skills. From the first to the third math CBA, there was an increase of 7% of students passing, and there was an overall passing rate of 89% of all students passing on the third six weeks CBA. Power Walk, walk through, and PDAS documentation is collected.	Describe the data or evidence used to determine if the goal will or won't be met.	Six weeks reading CBA data shows that there was an increase of 5% to 12% on all TEKS representing vocabulary skills. There was an overall passing rate of 72% on the last reading CBA. From the first reading CBA to the fifth reading CBA, there was an increase of 26%.	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?	Before and after school tutorials are implemented to focus on individual TEKS. Teachers are working on building stamina for student endurance on the STAAR tests. More small group instruction to reteach specific TEKS.	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?
					The 2013-14 STAAR passing results in math for the all student group was 90%, with 32% being level III students. That is 20% higher than the state's average. The STAAR passing results in reading for the all student group was 72%, with 21% being level III students. That is 4% below the state's average. The 2013-14 STAAR math results improved by 9% from the 2012-13 school year. The STAAR reading results improved by 8% from the 2012-13 school year.
					Teachers and administration will attend math and reading conferences to help address the needs of all students.

Need:	Improve on disaggregating data
Index:	1
Critical Success Factor:	Quality Data to Drive Instruction
Annual Goal:	To meet or exceed expectations on the state assessment (STAAR)
Strategy:	Teachers will chart student data, meet by grade level and with intervention specialists to disaggregate data and determine strategies necessary for struggling learners to become successful, and identify interventions for students.
How will addressing this need impact the index and CSF identified?	This will help improve the index/CSF by analyzing the data in order to address weaknesses.

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		Interventions by Quarter							
		Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
Need 3	To date, what actions have been taken to address Need 3?	Teachers charted student data, met by grade level and with intervention specialists to disaggregate data and determined strategies necessary for struggling learners to become successful, and identified interventions for students.		To meet or exceed expectations on the state assessment (STAAR)		To meet or exceed expectations on the state assessment (STAAR)		To meet or exceed expectations on the state assessment (STAAR)	
		Q2 Goal:		Q3 Goal:		Q4 Goal:			
		Interventions:		Interventions:		Interventions:			
		1) Staff training		1) Staff training		1) Staff training			
		2) _____		2) PLC meetings		2) PLC meetings			
		3) _____		3) _____		3) SIT meetings			
		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) Staff training certificates and sign in sheets		1) Staff training certificates and sign in sheets		1) staff training certificates and shign in sheets					
2) _____		2) Sign in sheets and agendas		2) sign in sheets and agendas					
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?		Yes		Are you on track to meet the annual goal?		yes		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.		Teachers and students will chart individual student data. Campus and individual power walk data was disaggregated. Administration and staff will meet each six weeks during PLC meetings to disaggregate CBA data. Targeted student intervention groups will be scheduled based on multiple forms of data.		Describe the data or evidence used to determine if the goal will or won't be met.		Teachers and students will chart individual student data. Campus and individual power walk data was disaggregated. Administration and staff will meet each six weeks during PLC meetings to disaggregate CBA data. Targeted student intervention groups will be scheduled based on multiple forms of data.		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?		The campus will target 3 SE's that need improvement.		What, if any, adjustments must be made in order to meet the annual goal?		Each grade level will continue to target 3 SE's each six weeks, and will share strategies during PLC's to address the target SE's.		What, if any, adjustments must be made in order to meet the annual goal?	
						Each grade level will continue to target 3 SE's each six weeks, and will share strategies during PLC's to address the target SE's.			

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Need:	All staff will improve on best instructional practices for all students including bilingual, ESL, and special education.
Index:	1
Critical Success Factor:	Improve Academic Performance
Annual Goal:	To meet or exceed expectations on the state assessment (STAAR)
Strategy:	All teachers, aides, and admin. will receive sheltered instruction training, STAAR, best practices, and other professional development as identified. Bilingual/ESL teachers will receive ongoing training to improve bilingual/ESL education, and all teachers are encouraged to obtain their ESL certifications.
How will addressing this need impact the index and CSF identified?	This will help improve the index/CSF by addressing the needs of the ELL student.

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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?	9 Teachers attended the Institute for Literacy conference in June and July 2013. 4 teachers attended the CAMT math conference in July 2013. 3 teachers attended the CSCOPE conference in August 2013. 5 teachers and one principal attended the Data Team conference in June 2013. 1 teacher attended the Renaissance Learning conference in August 2013. All teachers were encouraged to obtain their ESL certifications. One teacher attended the ELPS Academy for Mathematics and one teacher attended the ELPS Academy for ELAR in July 2013. 11 teachers attended Sheltered Instruction training in July 2013. 13 teachers attended the AR training in August 2013.	To meet or exceed expectations on the state assessment (STAAR)	To meet or exceed expectations on the state assessment (STAAR)	To meet or exceed expectations on the state assessment (STAAR)
		Q2 Goal:	Q3 Goal:	Q4 Goal:
		Interventions:	Interventions:	Interventions:
		4 staff members attended the "Latino Family Literacy Project". 3 staff members attended "Developing Mathematical Ideas" training. One staff member attending "Dyslexia" training and 26 staff members attending "Guided Reading" training.	3 staff members attended "Sheltered Instruction" training. 10 staff members attended AR training. 12 staff members attended "Inferencing and STAAR analysis" training. 22 staff members attended "The 1st 21 Days."	2 administrators received vocabulary training through ESC 14. 3 Staff members received training from the Institute for Literacy Instruction and Intervention.
		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) Staff training certificates and sign in sheets	1) Staff training certificates and sign in sheets	1) Staff training certificates	
	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?	Yes	Are you on track to meet the annual goal?	yes	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.	Six weeks reading CBA data shows that there was an increase of 14% on the TEK that represents vocabulary skills. From the first to the third math CBA, there was an increase of 7% of students passing, and there was an overall passing rate of 89% of all students passing on the third six weeks CBA.	Describe the data or evidence used to determine if the goal will or won't be met.	There was an overall passing rate of 72% on the last reading CBA. From the first reading CBA to the fifth reading CBA, there was an increase of 26%. The passing rate for all students in math on the most recent CBA was 87%, with an average score of 76.	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?	Implementation of the Latino Family Literacy Project.	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?
					The 2013-14 STAAR passing results in math for the all student group was 90%, with 32% being level III students. That is 20% higher than the state's average. The STAAR passing results in reading for the all student group was 72%, with 21% being level III students. That is 4% below the state's average. The 2013-14 STAAR math results improved by 9% from the 2012-13 school year. The STAAR reading results improved by 8% from the 2012-13 school year.

Need:	Improve on engaging students and having students use problem solving skills.
Index:	1
Critical Success Factor:	Improve Academic Performance
Annual Goal:	To meet or exceed expectations on the state assessment (STAAR)
Strategy:	Teachers will engage students in developing math problem solving strategies daily, using Bloom's Taxonomy.
How will addressing this need impact the index and CSF identified?	This will help improve the index/CSF by increasing higher order thinking skills.

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Need 5

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 5?	Teachers engaged students in developing math problem solving strategies daily, using Bloom's Taxonomy. Four teachers attended the math CAMT conference in July 2013, then shared with their peers in August 2013.	Q2 Goal:	To meet or exceed expectations on the state assessment (STAAR)	Q3 Goal:	To meet or exceed expectations on the state assessment (STAAR)	Q4 Goal:	To meet or exceed expectations on the state assessment (STAAR)
	Interventions:		Interventions:		Interventions:		
	1) 2 teachers attended a math training on implementation of the new math TEKS.		1) 3 teachers attended "Developing Mathematical Ideas" training.		1) Teachers document HOTS and math problem of the day in lesson plans.		
	2) 3 teachers attended 2 days of "Developing Mathematical Ideas" training.		2) Teachers document HOTS and math problem of the day in lesson plans.		2)		
	3) Teachers will document HOTS and math problem of the day in lesson plans.		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) Staff training certificates and sign in sheets		1) Staff training certificates and sign in sheets		1) lesson plans			
2) Lesson Plans		2) Lesson Plans		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?		Are you on track to meet the annual goal?	
Yes		Yes		yes		Yes	
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.	
From the first to the third math CBA, there was an increase of 7% of students passing, and there was an overall passing rate of 89% of all students passing on the third six weeks CBA.		The passing rate for all students in math on the most recent CBA was 87%, with an average score of 76.		The 2013-14 STAAR passing results in math for the all student group was 90%, with 32% being level III students. That is 20% higher than the state's average. The 2013-14 STAAR math results improved by 9% from the 2012-13 school year.			
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?	
Third grade will administer the 2013 released STAAR tests the week of February 10, 2014.				The third grade math teachers will provide training to all grade levels in August. 3 math teachers will attend the CAMT conference in July.			

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Need:	Improving Literacy best practices						
Index:		1					
Critical Success Factor:	Improve Academic Performance						
Annual Goal:	Meet or exceed expectations on the state assessment (STAAR)						
Strategy:	Teachers will engage students in literacy best practices to help each child read on or above grade level.						
How will addressing this need impact the index and CSF identified?	This will help improve the index/CSF by all teachers incorporating similar strategies to improve literacy.						

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Interventions by Quarter

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
Need 6	To date, what actions have been taken to address Need 6?	Nine staff members attended a literacy conference and followed up with presenting the information gained to other staff members. Thirteen teachers attended Accelerated Reading training. Teachers have implemented best practices gained from the training.		To meet or exceed expectations on the state assessment (STAAR)		To meet or exceed expectations on the state assessment (STAAR)	
		Q2 Goal:		Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		1)	26 staff members attending "Guided Reading" training.	1)	10 staff members attended AR training.	1)	2 administrators received vocabulary training through ESC 14.
		2)	2 staff members attended "STAAR Reading Data with Instructional Ideas, 3-5".	2)	22 staff members attended "The 1st 21 Days" training.	2)	3 Staff members received training from the Institute for Literacy Instruction and Intervention.
		3)		3)	6 staff member attended "Reading STAAR Analysis".	3)	
		4)		4)	6 staff members attended "Inferencing Strategies" training.	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)	Staff training certificates and sign in sheets	1)	Staff training certificates and sign in sheets	1)	Staff Training Certificates
		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?	Yes	Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	No
	Describe the data or evidence used to determine if the goal will or won't be met.	On the reading CBA, the student's scores increased 29% on Fig 19 D, which pertains to inferences about text. Six weeks reading CBA data shows that there was an increase of 14% on the TEK that represents vocabulary skills.	Describe the data or evidence used to determine if the goal will or won't be met.	Six weeks reading CBA data shows that there was an increase of 5% to 12% on all TEKS representing vocabulary skills. There was an overall passing rate of 72% on the last reading CBA. From the first reading CBA to the fifth reading CBA, there was an increase of 26%.	Describe the data or evidence used to determine if the goal will or won't be met.	The 2013-14 STAAR passing results in reading for the all student group was 72%, with 21% being level III students. That is 4% below the state's average. The STAAR reading results improved by 8% from the 2012-13 school year.
	What, if any, adjustments must be made in order to meet the annual goal?	12 teachers will attend an AR training on Jan. 17. Two teachers and administration will attend a STAAR webinar on Jan. 22. Third grade will administer the 2013 released STAAR tests the week of February 10, 2014.	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?	Literacy training will be provided to all staff in August, and book study will take place to address reading comprehension.



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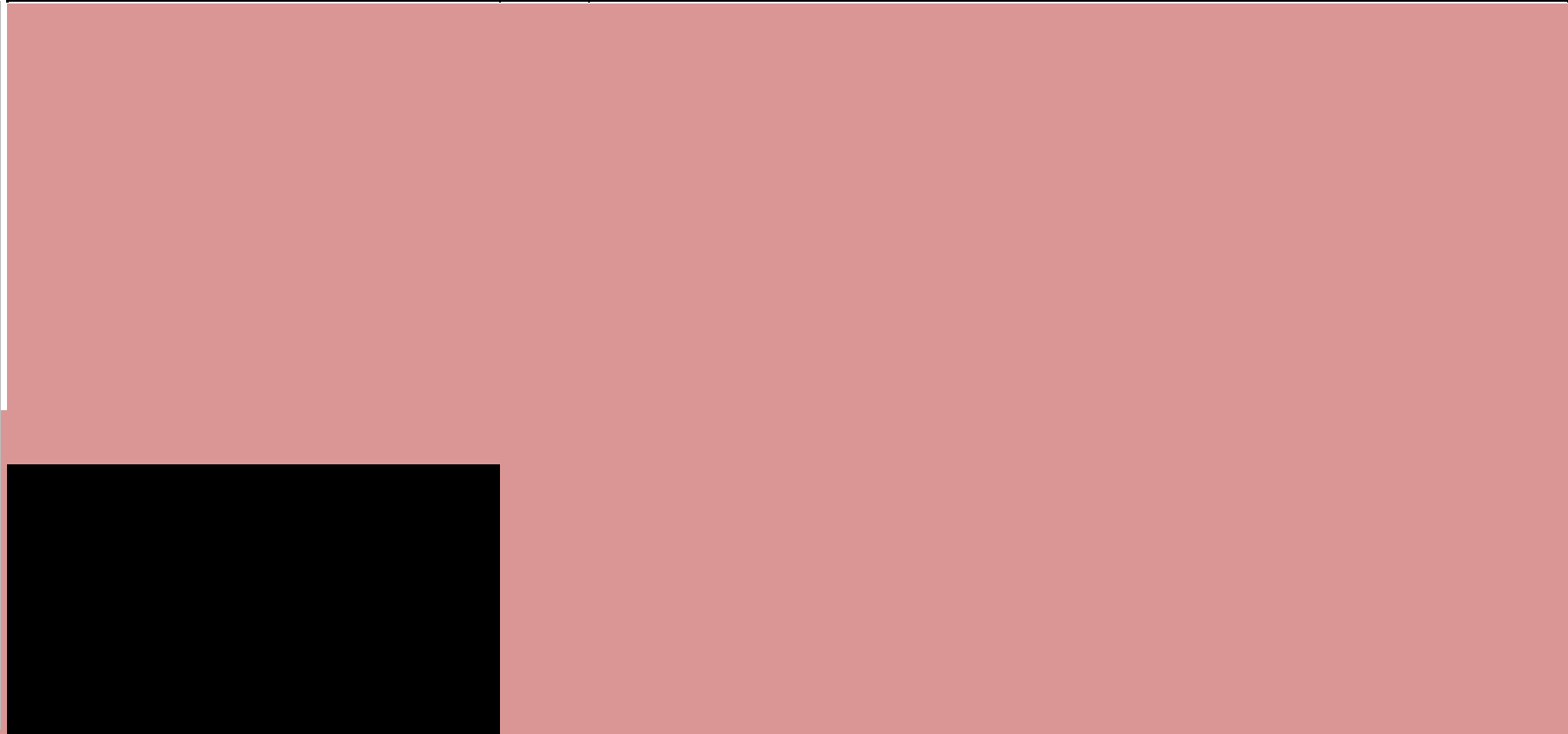
Need 7



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Need 8



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Need 9

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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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