

LEA Name:	Dublin
Campus Name:	Intermediate

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:	instructional practices for all students (including ELL and special ed students) to include higher order questioning and a higher level of rigor.
Need 2:	All staff will improve in disaggregating data in order to improve classroom instruction and/or intervention.
Need 3:	All staff will strive to increase parental and community involvement in order to improve academic performance.
Need 4:	All staff will strive to improve the school culture and climate in order to increase academic performance.
Need 5:	

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

Need:	All staff will strive to consistently use the best instructional practices for all students (including ELL and special ed students) to include higher order questioning and a higher level of rigor.
Index:	1, 2, 3
Critical Success Factor:	Improve Academic Performance
Annual Goal:	In 2013-2014 to meet or exceed "Met Standard" on state assessments.
Strategy:	Implement research based strategies from Marzano to include an emphasis on questioning techniques and vocabulary development across the curriculum to increase student achievement. A mentor teacher will visit classrooms in order to help teachers to improve higher level questioning strategies. All teachers, aides, and administrators will receive shelter instruction training and other professional development as identified by data. All teachers are encouraged to obtain ESL certification (89% have already obtained this certification).

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<p>How will addressing this need impact the index/CSF or major system identified?</p>	<p>To improve performance because students will be expected to perform at a higher level.</p>
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Interventions by Quarter

Need 1

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)		
<p>To date, what actions have been taken to address Need 1?</p>	<p>All staff attended the K-12 NOTS training in August, 2013. The staff analyzed the TELPAS test in September, 2103, to become aware of the academic and conversational vocabulary in the test. Teachers will continuously strive to use this vocabulary in the classrooms. A mentor teacher visited 9 different classrooms for a total of 32 times in order to help teachers with higher order questioning strategies. Teachers are submitting weekly tests and CBAs to administrators to ensure the STAAR rigor and STAAR format of the tests.</p>	<p>Q2 Goal: To meet or exceed "Met Standard" on the state assessments.</p>	<p>Q3 Goal: To meet or exceed "Met Standard" on the state assessments.</p>	<p>Q4 Goal: To meet or exceed "Met Standard" on the state assessments.</p>				
	Interventions:		Interventions:		Interventions:			
	1) Review and ensure that the weekly tests and CBA meet the rigor of the state assessment.	1) Review and ensure that the weekly tests and CBA meet the rigor of the state assessment.	1) Review and ensure that the weekly tests and CBA meet the rigor of the state assessment.	1) Review and ensure that the weekly tests and CBA's meet the rigor of the state assessment.				
	2) A mentor teacher visited classrooms to help teachers with higher order questioning strategies.	2) A mentor teacher visited classrooms to help teachers with higher order questioning strategies.	2) A mentor teacher visited classrooms to help teachers with higher order questioning strategies.	2) A mentor teacher visited classrooms to help teachers with higher order questioning strategies.				
	3) PD on higher order thinking and rigor in the classroom.	3) Power Walks in every classroom.	3) Power Walks in every classroom.	3) Power Walks were conducted in every classroom.				
	4) Power Walks in every classroom.	4) ELL students received accelerated instruction.	4) ELL students received accelerated instruction.	4) ELL students received accelerated instruction.				
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		
1) Testing data	1) Testing data	1) Testing data	1) Testing data					
2) Mentor teacher documentation (log).	2) Mentor teacher documentation (log).	2) Mentor teacher documentation (log).	2) Mentor teacher documentation (log).					
3) Agendas and reflection sheets at the end of weekly tests and CBA tests.	3) Agendas and reflection sheets at the end of weekly tests and CBA tests.	3) Agendas and reflection sheets at the end of weekly tests and CBA tests.	3) Agendas and reflection sheets at the end of weekly tests and CBA tests.					
4) Reports from Power Walks.	4) Reports from Power Walks.	4) Reports from Power Walks.	4) Reports from Power Walks.					

End of Quarter Reporting

Q1 Report	Q2 Report	Q3 Report	Q4 Report
<p>Are you on track to meet the annual goal?</p> <p>Yes</p>	<p>Are you on track to meet the annual goal?</p> <p>Yes</p>	<p>Are you on track to meet the annual goal?</p> <p>Yes</p>	<p>Are you on track to meet the annual goal?</p> <p>Yes</p>
<p>Describe the data or evidence used to determine if the goal will or won't be met.</p> <p>In reading,, we improved 10% from CBA #1 to CBA #3. In math, we improved 35% from CBA #1 to CBA #3. In writing, we improved 12% from CBA #1 to CBA #3. In science, we improved 12% from CBA #1 to CBA #3. We had 16 teachers who attended PD which included TRC Inquiry Institute, Focus in Middle School Mathematics, Teaching Inferences to the Literal Thinker, Making the Abstract Concrete, Writing Assistance, and Differentiating Math for GT Kids. All staff had training in Rigor and Questioning in the Classroom. All staff took and analyzed the released TELPAS reading test for their grade level. A mentor teacher visited 4 classroom teachers for a total of 33 times. All teachers completed at least 1 peer observation.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p> <p>In 4th grade math, the students improved from 74% to 83%. In 5th math, the students went from 74% to 69%. In 6th math, the students went from 78% to 72%. 4th grade reading improved from 69% to 74%. 5th grade reading improved from 67% to 69%. 6th grade reading students went from 78% to 72%. 5th grade science improved from 46% to 49%. 23 teachers attended PD on reading and math instruction. A Writing Camp was help for 4th grade students.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p> <p>STAAR reports indicate the following passing rates : 4th Reading 59%; 4th Math 68%; 4th Writing 61%; 5th Reading 65%; 5th Math 71%; 5th Science 67%; 6th Reading 76%; 6th Math 82%. 5th grade students received small group intervention 2 hours daily in May. Two administrators and 1 teacher attended Texas Literacy Training. 1 teacher attended Figure 19 training.</p>	

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	What, if any, adjustments must be made in order to meet the annual goal?	We need to focus more on vocabulary by addressing specific targeted instructional areas. The daily interventions for all students need to be more specific to cover the lowest Student Expectations. The mentor teacher will continue to visit classrooms. Teachers need to identify 3 Student Expectations to focus on during instruction and intervention time.	What, if any, adjustments must be made in order to meet the annual goal?	Instruction will continue to be more specific in order to target the lowest Student Expectations. The daily intervention groups have been reassigned based on the lowest SEs on weekly tests. The mentor teacher will continue to visit classrooms. After school tutorials will be scheduled for students who do not meet expectations on STAAR. A Science Camp will be held for 5th grade students.	What, if any, adjustments must be made in order to meet the annual goal?	Math teachers will attend CAMT in July. PD will be provided for reading and math teachers based on STAAR data to improve targeted instructional skills. All teachers will receive training in HOTS and questioning techniques each six weeks. A campus wide, consistent vocabulary process will be implemented. The daily student schedule will increase time for interventions. 4th grade will have 60 minutes, 5th grade will have 70 minutes and 6th grade will have 40 minutes.
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Need:	All staff will improve in disaggregating data in order to improve classroom instruction and/or intervention.
Index:	1, 2, 3
Critical Success Factor:	Improve Academic Performance, Quality Data to Drive Instruction
Annual Goal:	In 2013-2014 to meet or exceed "Met Standard" on state assessments.
Strategy:	Teachers will give weekly tests in order to determine if the students have mastered the TEKS taught during the week and a CBA at the end of the six weeks to determine the mastery and retention of TEKS taught during the six weeks. The teachers will chart the data from the weekly tests and CBA in order to drive instruction and assigned intervention. Also, teachers can be intentional in the instruction based on what is covered. A compilation of the data on each student will be kept in the counselor's office.
How will addressing this need impact the index and CSF identified?	To improve performance because data will drive the instruction and the assigned intervention because parental involvement will increase.

Interventions by Quarter

		Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
Need 2	To date, what actions have been taken to address Need 2?	Bernhardt's three day workshop on Improving Classroom Instruction through Data Disaggregation. We had faculty meetings in August to explain the process of documenting and implementing data into the classroom instruction.		Q2 Goal: To meet or exceed "Met Standard" on state assessments.		Q3 Goal: To meet or exceed "Met Standard" on state assessments.		Q4 Goal: To meet or exceed "Met Standard" on state assessments.	
				Interventions:		Interventions:		Interventions:	
				1) Analyzing data from assessments on a weekly and six weeks basis. Daily interventions to address the lowest Student Expectations on the assessments.		1) Analyzing data from assessments on a weekly and six weeks basis. Daily interventions to address the lowest Student Expectations on the assessments.		1) Analyze data from assessments on a weekly and six weeks basis. Daily interventions addressed the lowest Student Expectations on the assessments.	
				3) _____		3) For the ELL students, TELPAS data was disaggregated and accelerated instruction was provided. All staff participated in PD on Looking at Data in a More Effective Way.		3) Implemented the use of heat maps to identify specific objectives for targeted instruction.	
				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) Teachers submit weekly and 6 weeks reports to the counselor During PLCs, the administration and teachers discussed the data from the assessments.		1) Teachers submit weekly and 6 weeks reports to the counselor. During PLCs, the administration and teachers discussed the data from the assessments.		1) Teachers submit weekly and 6 weeks reports to the counselor. During PLCs, the administration and teachers discussed the data from the assessments.		
			2) Power Walk data by the campus and the individual was given to the teachers and discussed.		2) Power Walk data by the campus and individual was given to the teachers and discussed.		2) Power Walk data by the campus and individual was given to the teachers and discussed.		
			3) _____		3) _____		3) _____		

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		4)		4)	There was a pre test and post test given to the ELL students during the accelerated instruction in addition to progress monitoring on a weekly basis.	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.	<p>In reading, we improved 10% from CBA #1 to CBA #3. In math, we improved 35% from CBA #1 to CBA #3. In writing, we improved 12% from CBA #1 to CBA #3. In science, we improved 12% from CBA #1 to CBA #3. During weekly PLCs student data is reviewed with administrators and teachers. Administrators reviewed Power Walk data with individual teachers to identify trends and to improve instruction.</p>		Describe the data or evidence used to determine if the goal will or won't be met.	<p>In 4th grade math, the students improved from 74% to 83%. In 5th math, the students went from 74% to 69%. In 6th math, the students went from 78% to 72%. 4th grade reading improved from 69% to 74%. 5th grade reading improved from 67% to 69%. 6th grade reading students went from 78% to 72%. 5th grade science improved from 46% to 49%. 23 teachers attended PD on reading and math instruction.</p>	
What, if any, adjustments must be made in order to meet the annual goal?	<p>Data needs to be collected in order to show if individual progress is being made on the weekly and CBA assessments. We need to start identifying our students as Level I, II or III students.</p>		What, if any, adjustments must be made in order to meet the annual goal?	<p>Data will be collected in order to show if individual progress is being made on the weekly and CBA assessments. Weekly tests and a CBA will continue through the end of the semester. During weekly PLCs student data will be reviewed with administrators and teachers. Administrators will review Power Walk data with individual teachers to identify trends and to improve instruction.</p>	
Describe the data or evidence used to determine if the goal will or won't be met.	<p>STAAR reports indicate the following passing rates: 4th Reading 59%; 4th Math 68%; 4th Writing 61%; 5th Reading 65%; 5th Math 71%; 5th Science 67%; 6th Reading 76%; 6th Math 82%. Data was disaggregated to determine 5th grade students who received small group intervention 2 hours daily in May.</p>		Describe the data or evidence used to determine if the goal will or won't be met.	<p>Data will be collected in order to show if individual progress is being made on the weekly and CBA assessments. Weekly tests and a CBA will continue through the end of the semester. During weekly PLCs student data will be reviewed with administrators and teachers. Administrators will review Power Walk data with individual teachers to identify trends and to improve instruction.</p>	

Need:	All staff will strive to increase parental and community involvement in order to improve academic performance.
Index:	N/A
Critical Success Factor:	Improve Academic Performance, Family/Community Engagement
Annual Goal:	In 2013-2014 to meet or exceed "Met Standard" on state assessments.
Strategy:	The administration will meet with grade level parents to explain expectations and procedures during the year in September, 2013. The teachers will send home an individual progress report (IPR) each Tuesday. Teachers will contact parents when students are failing and communicate with parents through the students' Daily Planner. The administration will check on all absences. The program, Dads of Great Students (D.O. G. S.) will be implemented to provide positive male role models for our students.
How will addressing this need impact the index and CSF identified?	Student academic performance will improve.

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Interventions by Quarter

Need 3

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
<p>To date, what actions have been taken to address Need 3?</p>	<p>Grade level meetings were held with parents on September 30 to explain expectations and procedures during the year. The teachers sent home IPRs every Tuesday to communicate with parents. Teachers check the students' Daily Planners and communicating with parents through notes via the planners. The teachers contact parents of students who are failing and turn in Parent Conference forms for documentation. The administration contacts parents daily in regard to absentees. The PIE Center opened in September and is open daily from 3:00 until 5:00 p.m. There was an organizational and informational meeting held on September 24 for the D.O. G.S. program.</p>						
		<p>Q2 Goal: To meet or exceed "Met Standard" on state assessments.</p>		<p>Q3 Goal: To meet or exceed "Met Standard" on state assessments.</p>		<p>Q4 Goal: To meet or exceed "Met Standard" on state assessments.</p>	
		<p>Interventions:</p> <ol style="list-style-type: none"> 1) Implemented the D.O.G.S. program. 2) Sent home IPRs every Tuesday. 3) Contacted parents of students who are failing. 4) Contacted parents daily in regard to absentees. 		<p>Interventions:</p> <ol style="list-style-type: none"> 1) Continuing the D.O.G.S. program. 2) Sent home IPRs every Tuesday. 3) Held a Parent Informational Meeting on STAAR and TELPAS for ELL students. 4) Individual parent contacts 		<p>Interventions:</p> <ol style="list-style-type: none"> 1) Continuing the D.O.G.S. program. 2) Sent home IPRs every Tuesday. 3) Individual parent contacts 4) 	
		<p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> 1) Attendance reports and failure lists. 2) Parent Conference documentation. 3) IPRs must be signed by the parent and returned to the teacher. 4) 		<p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> 1) Attendance reports and failure lists. 2) Parent Conference documentation. 3) IPRs must be signed by the parent and returned to the teacher. 4) Sign in sheets and an agenda for the parent meeting. 		<p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> 1) Attendance reports and failure lists. 2) Parent Conference documentation. 3) IPRs must be signed by the parent and returned to the teacher. 4) 	

End of Quarter Reporting

Q1 Report	Q2 Report		Q3 Report		Q4 Report	
	<p>Are you on track to meet the annual goal?</p> <p>Yes</p>		<p>Are you on track to meet the annual goal?</p> <p>Yes</p>		<p>Are you on track to meet the annual goal?</p> <p>Yes</p>	
	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p> <p>In reading, we improved 10% from CBA #1 to CBA #3. In math, we improved 35% from CBA #1 to CBA #3. In writing, we improved 12% from CBA #1 to CBA #3. In science, we improved 12% from CBA #1 to CBA #3. We have had 16 D.O.G.S. We had 58 parents attend Parent Night.</p>		<p>Describe the data or evidence used to determine if the goal will or won't be met.</p> <p>In 4th grade math, the students improved from 74% to 83%. In 5th math, the students went from 74% to 69%. In 6th math, the students went from 78% to 72%. 4th grade reading improved from 69% to 74%. 5th grade reading improved from 67% to 69%. 6th grade reading students went from 78% to 72%. 5th grade science improved from 46% to 49%. 23 teachers attended PD on reading and math instruction. A Writing Camp was held for 4th grade students. A weekly article about the school is published in the local newspaper. We have over 600 individual parent contacts.</p>		<p>Describe the data or evidence used to determine if the goal will or won't be met.</p> <p>STAAR reports indicate the following passing rates: 4th Reading 59%; 4th Math 68%; 4th Writing 61%; 5th Reading 65%; 5th Math 71%; 5th Science 67%; 6th Reading 76%; 6th Math 82%. 5th grade students received small group intervention 2 hours daily in May. A Music Camp was held for the first time in June. The parents and some other family members of all the students attended the finale. A summer STEAM Camp had record parent attendance for the student showcase.</p>	

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	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>We need more parental involvement. We need to have parent conferences for all students who are failing. We will call each parent of the ELL students to invite them to a meeting to explain the importance of the state assessments and to give them information on how to help them support their students.</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>We will contact every parent of 5th grade students who do not Meet Expectations on the STAAR assessments to explain the results and the accelerated instruction that will take place before the next assessment. We will continue to send IPRs every Tuesday. We will continue to have multiple opportunities for parent contacts.</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>An open house will be held in August to provide parents with expectations for the year. Teachers will contact the parents of their homeroom students within the first three weeks of school. IPR's will be sent home weekly for parent signatures. Each student will receive a student planner to record assignments; teachers may add information and teachers will check the planner for parent comments and signatures. An after school robotics program will be implemented with parents invited multiple times for student showcase. Grade placement committees will meet with parents of 5th grade students who did not master the STAAR assessments. The D.O.G.S.</p>

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Need:	All staff will strive to improve the school culture and climate in order to increase academic performance.
Index:	N/A
Critical Success Factor:	Improve Academic Performance, School Climate
Annual Goal:	In 2013-2014, decrease the number of discipline referrals and out-of-class placement to less than 200.
Strategy:	The staff will greet the students in the morning during opening assembly and will facilitate pick-up in the afternoon in order to increase positive relationships with the students. A positive rewards program (at the end of each six weeks) will be implemented based on academic performance, attendance, and discipline. Events will be planned and implemented to stress positive attitudes. The FOR Club will meet each Thursday to give our students tools to have positive attitudes. The Dads of Great Students (D.O.G.S.) program will be implemented in order to increase relationships with positive adult male role models.
How will addressing this need impact the index and CSF identified?	The strategies will enable our students to have the proper tools to be positive and motivated in order to perform better academically.

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?	The staff greets students each morning before the opening assembly and monitors afternoon pick-up each day. The FOR Club meets each Thursday during lunch with a program that relates to kindness. There was an organizational and informational meeting for the D.O.G.S. program on September 24. The P.I.E Center opened in September and is open from 3:00 to 5:00 each day.						
		Q2 Goal: 200.	Q3 Goal: Decrease the number or discipline referrals and out-of-class placement to less than 200.	Q4 Goal: Decrease the number or discipline referrals and out-of-class placement to less than 200.			
		Interventions:	Interventions:	Interventions:	Interventions:		
		1) The requirements were increased in order for students to participate in the positive rewards program. 2) Greeting students in the morning and monitor afternoon pick-up. 3) Implement the D.O.G.S. program. 4)	1) The requirements were increased in order for students to participate in the positive rewards program. 2) Greet students in the morning and monitor afternoon pick-up. 3) Continuing the D.O.G.S program; "Dublin Doers"; weekly AR awards; Dublin Dollars earned for performance on CBAs 4) Continuing the "Friends of Rachel" Club.	1) The requirements were increased in order for students to participate in the positive rewards program. 2) Greet students in the morning and monitor afternoon pick-up. 3) Continuing the D.O.G.S program; "Dublin Doers"; weekly AR awards; Dublin Dollars earned for performance on CBAs 4) Continuing the "Friends of Rachel" Club.	1) The requirements were increased in order for students to participate in the positive rewards program. 2) Greet students in the morning and monitor afternoon pick-up. 3) Continuing the D.O.G.S. program; "Dublin Doers"; weekly AR awards; Dublin Dollars earned for performance on CBAs 4) Continuing the "Friends of Rachel" Club.		
		What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?		
	1) The number of students participating in the rewards program. 2) The number of D.O.G.S. who support our students. 3)	1) The number of students participating in the rewards program. 2) The number of D.O.G.S. who support our students. 3) Discipline referral reports	1) The number of students participating in the rewards program. 2) The number of D.O.G.S. who support our students. 3) Discipline referral reports	1) The number of students participating in the rewards program. 2) The number of D.O.G.S. who support our students. 3) Discipline referral reports			

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		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.	There were 24 discipline referrals.	Describe the data or evidence used to determine if the goal will or won't be met.	There were only 20 discipline referrals. There were 6 D.O.G.S. on our campus. There were over 100 students who received awards.	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?	None at this time.	What, if any, adjustments must be made in order to meet the annual goal?	At the end of the year, students who have been Gold Star all year will receive additional recognition. The 3 top readers will receive a Kindle.	What, if any, adjustments must be made in order to meet the annual goal?
				There were 81 discipline referrals during the 2013-2014 school year. Ten D.O.G.S. made multiple visits. Over 100 students received student achievement awards.	

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

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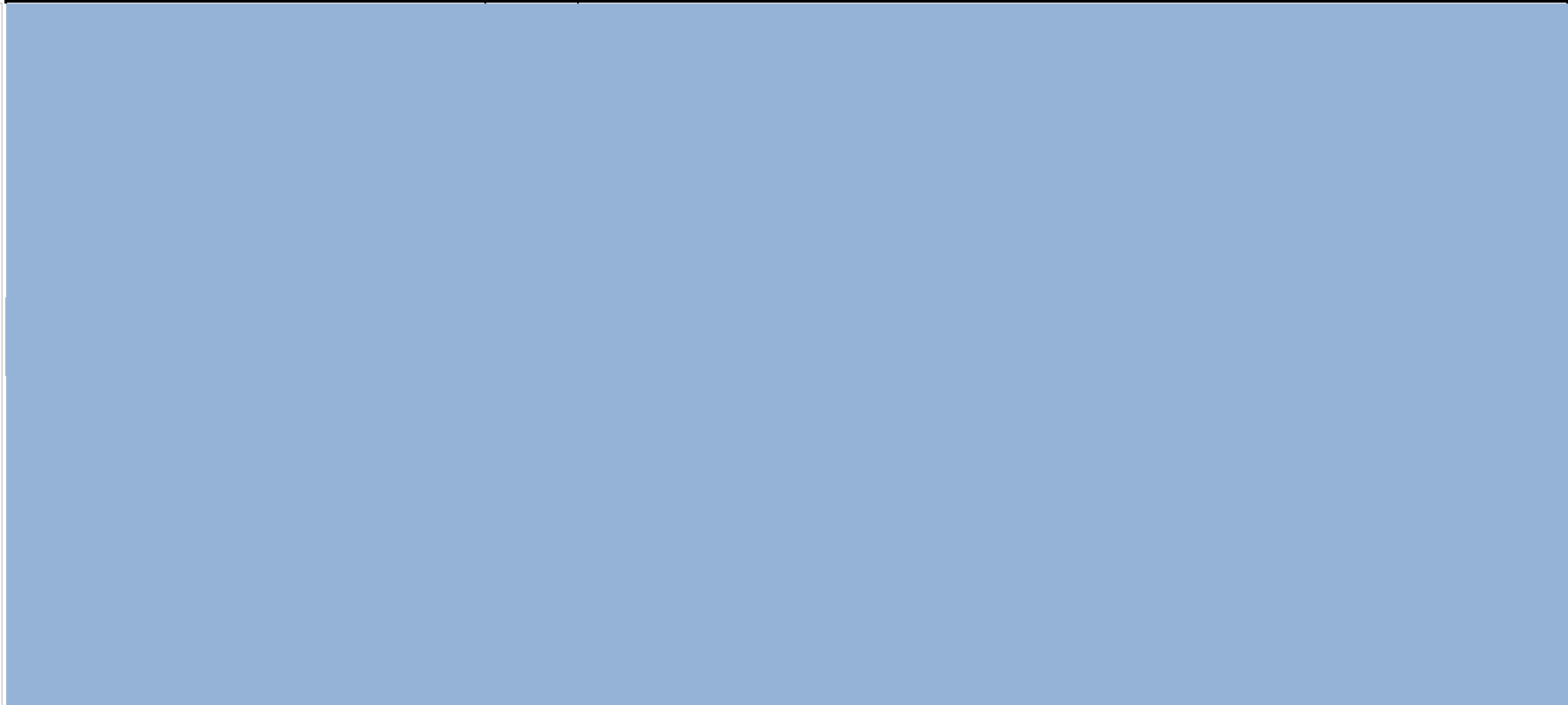
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Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
Need 5	To date, what actions have been taken to address Need 5?	Q2 Goal:		Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		1)		1)		1)	
		2)		2)		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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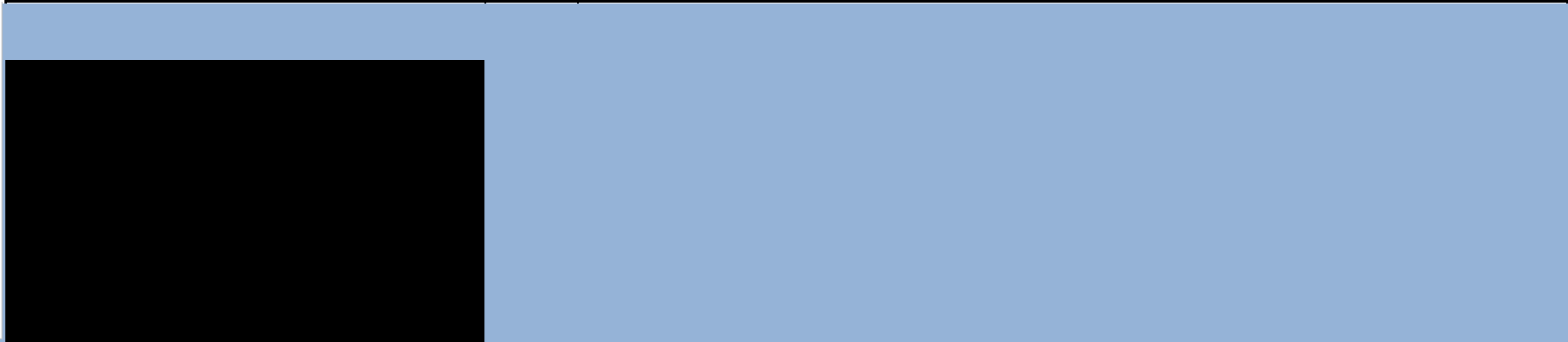
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Need 6



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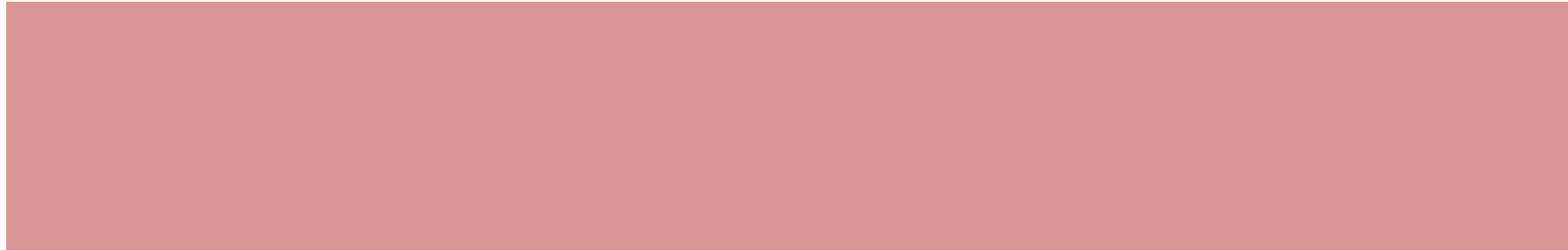
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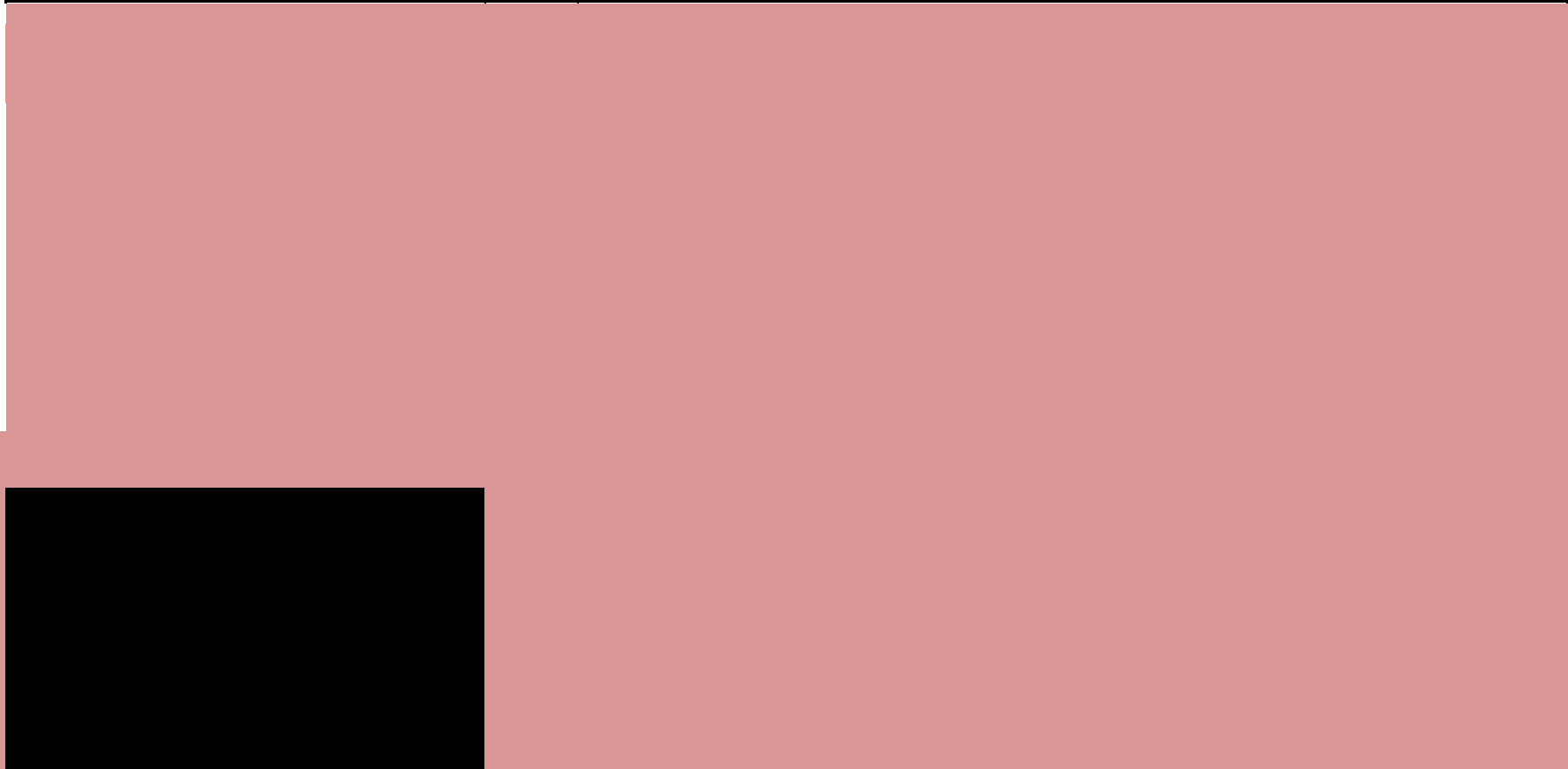
Need 7



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Needs Assessment Summary and Improvement Plan

Need 8



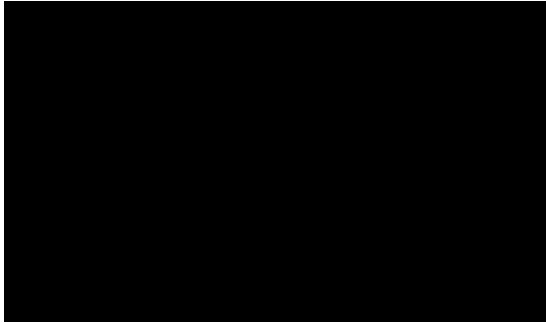
LEA Name:	Dublin
Campus Name:	Intermediate

Needs Assessment Summary and Improvement Plan

Need 9

LEA Name:	Dublin
Campus Name:	Intermediate

Needs Assessment Summary and Improvement Plan



LEA Name:	Dublin
Campus Name:	Intermediate

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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