

LEA Name:	Dublin
Campus Name:	Secondary

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:	All staff will improve on best instructional practices encompassing higher order questioning skills, level of delivery of instruction, and vocabulary strategies for all students including bilingual, ESL, and Special Education.
Need 2:	Implement multiple parental involvement activities to encourage participation and collaboration between home and school.
Need 3:	Increase Writing instruction and practice across all disciplines.
Need 4:	Improve disaggregation of student data to impact classroom instruction and student interventions.
Need 5:	

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

Need:	All staff will improve on best instructional practices encompassing higher order questioning skills, level of delivery of instruction, and vocabulary strategies for all students including bilingual, ESL, and Special Education.
Index:	1
Critical Success Factor:	Improve Academic Performance
Annual Goal:	In 2013-2014 to meet or exceed "Met Standard" on state assessments.

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Strategy:	Implement research-based strategies from Marzano, to include an emphasis on questioning techniques and vocabulary development across the curriculum to increase student achievement.	
How will addressing this need impact the index/CSF or major system identified?	This will improve classroom instruction and increase the level of student performance.	
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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?	All staff attended K-12 HOTS, A Framework from Poverty, and Power Walk trainings. Teachers attended professional development conferences: 8 teachers attended Sheltered Instruction, 8 teachers and administrators attended How to Analyze Data (Bernhardt), 2 teachers attended the CSCOPE State Conference, 3 teachers attended Accelerated Reading, 3 teachers attended Writing Prep for STAAR/EOC, 4 teachers attended the State Math Conference. Six Plus Traits Writing was reviewed by the campus. Teachers reported and reviewed summer professional development with campus staff.	Q2 Goal: In 2013-2014 to meet or exceed "Met Standard" on state assessments.	Q3 Goal: In 2013-2014 to meet or exceed "Met Standard" on state assessments.	Q4 Goal: In 2013-2014 to meet or exceed "Met Standard" on State assessments.				
		Interventions:		Interventions:		Interventions:		
		1) Administrative walk-throughs with follow-up coaching	1) Focus Words in all classrooms	1) Focus Words in all classrooms	1) Focus Words in all classrooms	1) Focus Words in all classrooms		
		2) Mentor teacher classroom visits	2) Instructional Aides assisted ELL students in Reading and Writing.	2) Instructional Aides assist ELL students in Reading and Writing.	2) Instructional Aides assist ELL students in Reading and Writing.	2) Instructional Aides assist ELL students in Reading and Writing.		
		3) Professional Development	3) Administrative walk-throughs with electronic feedback after powerwalks.	3) Administrative walk-throughs with electronic feedback after powerwalks.	3) Administrative walk-throughs with electronic feedback after powerwalks.	3) Administrative walk-throughs with electronic feedback after powerwalks.		
		4)	4) Mentor teacher classroom visits and professional development for professional staff	4) Mentor teacher classroom visits and professional development for professional staff	4) Mentor teacher classroom visits and professional development for professional staff	4) Mentor teacher classroom visits and summative conference.		
		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) Power Walk Data and walk-through feedback	1) Lesson Plans, Powerwalk data, Assessment Data	1) Lesson Plans, Powerwalk data, Assessment Data	1) Lesson Plans, Powerwalk data, Assessment Data	1) Lesson Plans, Powerwalk data, Assessment Data				
2) Mentor teacher logs, lesson plans, student performance	2) Weekly Assessments, Three Week and Six Week Tests, Telpas Writing Samples, English I & II Benchmarks	2) Weekly Assessments, Three Week and Six Week Tests, Telpas Writing Samples, English I & II Benchmarks	2) Weekly Assessments, Three Week and Six Week Tests, Telpas Writing Samples, English I & II Benchmarks	2) Three Week & Six Week Assessments, and core subject benchmarks				
3) Staff Certificates from completed professional development	3) Campus & Individual Power Walk Data and walk-through feedback	3) Campus & Individual Power Walk Data and walk-through feedback	3) Campus & Individual Power Walk Data and walk-through feedback	3) Mentor teacher logs, lesson plans, student performance reports, professional development certificates				
4)	4) Mentor teacher logs, lesson plans, student performance reports, professional development certificates	4) Mentor teacher logs, lesson plans, student performance reports, professional development certificates	4) Mentor teacher logs, lesson plans, student performance reports, professional development certificates	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	Are you on track to meet the annual goal? Yes				

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	Describe the data or evidence used to determine if the goal will or won't be met.	<p>Analyze CBA Results, Semester Benchmark Results--DMAC SE and TEKS Performance Reports. Three Mentor Teachers conducted over 30 classroom visits. All staff received training on Question Stems, TELPAS Vocabulary, Five purposes of various courses, Identifying Target Students, Common Instructional Practices, Powerwalk Data-Campus trends, Two teachers attended STAAR training for Jr. High. One teacher attended Math TRC training. One teacher attended the TRC Science Collaborative. Two teachers attended 6-8 ELA Reading Improvement. Five teachers attended New Teacher Training at ESC 14. Two teachers attended TRC Training/Mentoring STEM. Six teachers attended Writing Training. The Jr. High learning lab focused on ELA and Writing along with STEAM and IStation. Weekly Focus words by grade level were implemented campus-wide.</p>	Describe the data or evidence used to determine if the goal will or won't be met.	<p>Assistant Principal (AP) reviews lesson plans at least three times per six weeks. AP reviews Powerwalk trends and lesson plan needs with teachers once per quarter. Analyze CBA Results, Benchmark Results including DMAC SE and TEKS Performance Reports. Mentor teachers continue to offer support by making classroom visits. Professional Development includes: Two received training on Lead Forward, two teachers to AR Training, six teachers to Released Testing and Instruction, two teachers to TRC Mentor Program, 9 teachers to Sheltered Instruction, one teacher to TALA Writing, one teacher to STAAR Writing, one teacher to Science-Organisms, three teachers received STAAR Ready 6-8, one teacher attended Technology Conference.</p>	Describe the data or evidence used to determine if the goal will or won't be met.	<p>STAAR and EOC passing rates: 7th Reading 61%; Writing 66%; Math 48%; 8th Reading 91%; Math 92%; Social Studies 54%; Science 49%; Algebra I 72% (1st-Time tested 77%); Biology 77% (1st-Time tested 94%); English I 63% (1st-Time tested 71%); English II 67% (1st-Time tested 75%); US History 88%. Two teachers attended training for a college readiness class and two teachers and one counselor attended training with TSTC. One science teacher attended Texas A&M Physics Academy.</p>
	What, if any, adjustments must be made in order to meet the annual goal?	<p>From our findings, we have adjusted our testing to be more frequent with weekly quizzes and 3-week tests. This frequency will allow more immediate adjustment to instruction based on evidences. We will also monitor and analyze each assessment to ensure consistent assessments across grade levels. We will also adjust our passing rate to reflect the state passing rate in order to have a better comparison with the state averages. Students will be placed in intervention groups based upon weakest Reading and Math SE's from Benchmarks. Teachers will identify and target three SE's to narrow the teaching focus. STAAR and EOC Camps and after school tutorials will be initiated for review before test dates. An additional Pre-Ap English II class will be scheduled to target more Level III students. Increased instructional support will be added to meet the needs of ELL students.</p>	What, if any, adjustments must be made in order to meet the annual goal?	<p>Continue with weekly quizzes, 3-week and 6-weeks tests. Intervention groups have been reassigned based on CBA Data and the next STAAR assessments. STAAR Review Camps have been scheduled. Teachers will continue to identify and target three SE's to narrow the teaching focus. Instructional Aides are focusing on Math, Science, and Social Studies with ELL students and Low SES students. AP will have Individual Student Conferences before testing with ELL and Special Ed. students.</p>	What, if any, adjustments must be made in order to meet the annual goal?	<p>Intervention groups will be assigned based on STAAR data and 2013-2014 academic performance. Professional development will be provided to include questioning techniques and purposeful talk. ESC 14 will provide training in all 4 core subjects on site to work with small groups of teachers. They will also provide Sheltered Instruction training for all staff. Vocabulary development will continue in all classes with weekly focus words. The master schedule will be changed to provide for subject specific EOC remediation classes. An Independent Studies in English course will be scheduled to support students at risk of passing the EOC English I or II exam. The schedule will provide a daily intervention time for all students in grades 7-12. Seventh and eighth grade students will also have an intervention/extension class period.</p>

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Need:	Implement multiple parental involvement activities to encourage participation and collaboration between home and school.
Index:	2
Critical Success Factor:	Family/Community Engagement
Annual Goal:	In 2013-2014 to meet or exceed "Met Standard" on state assessments.
Strategy:	Parent contacts, conferences and meetings will change student academic performance.
How will addressing this need impact the index and CSF identified?	Strengthened parent and teacher relationships will increase opportunities for student growth and performance.

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Interventions by Quarter

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)		
To date, what actions have been taken to address Need 2?	Activities include: Meet the Teacher/Title 1 Night-August 20, Increased Teacher to Parent Contacts, PIE Center opened in September, Adult ESL Class began in September.		In 2013-2014 to meet or exceed "Met Standard" on state assessments.		In 2013-2014 to meet or exceed "Met Standard" on state assessments.		In 2013-2014 to meet or exceed "Met Standard" on State assessments.	
		Interventions:		Interventions:		Interventions:		
		1) Continue Individual Teacher/Parent contacts		1) Continue Individual Teacher/Parent contacts		1) Continue individual Teacher/Parent Contacts		1) Continue individual Teacher/Parent Contacts
		2)		2) Campus Updates in Local Paper		2) Administrative Parent Contacts		2) Administrative Parent Contacts
		3)		3) Latino Literacy Project/Adult English Language Classes		3) Latino Literacy Project/Adult English Language Classes		3) Latino Literacy Project/Adult English Language Classes

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		4)	4) Administrative Parent Contacts	4) Campus Updates in Local Paper
		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)	Parent contact logs	1) Parent contact logs	1) Parent Contact Logs	1) Parent Contact Logs
2)		2) Newspaper articles	2) Newspaper articles	2) Administrative Parent Contacts Logs
3)		3) Attendance Logs	3) Attendance Logs	3) Attendance Logs
4)		4)	4) Newspaper articles	4) Newspaper articles

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End of Quarter Reporting					
Q1 Report	Q2 Report		Q3 Report		Q4 Report
	on track to meet the annual goal?	yes	on track to meet the annual goal?	Yes	track to meet the annual goal?
	Describe the data or evidence used to determine if the goal will or won't be met.	DMAC TEKS and SE Performance Reports will be utilized. Teachers submitted parent contact logs each six weeks.	Describe the data or evidence used to determine if the goal will or won't be met.	DMAC TEKS and SE Performance Reports were utilized. Teachers submitted parent contact logs each six weeks	Describe the data or evidence used to determine if the goal will or won't be met.
	any adjustments must be made in order to meet the annual goal?	These meetings will be scheduled for parents and students: 12th Grade Financial Aid Meeting, 8th Grade Graduation Plan and High School Orientation Meeting, High School Graduation Plan Meetings, 11th and 12th Grade Dual Credit Meeting, and Jr. High Orientation Meeting.	any adjustments must be made in order to meet the annual goal?	These meetings will be scheduled for parents and students: 8th Grade Graduation Plan and High School Orientation Meeting, High School Graduation Plan Meetings, 11th and 12th Grade Dual Credit Meeting, and Jr. High Orientation Meeting.	What, if any, adjustments must be made in order to meet the annual goal?
					STAAR and EOC passing rates: 7th Reading 61%; Writing 66%; Math 48%; 8th Reading 91%; Math 92%; Social Studies 54%; Science 49%; Algebra I 72% (1st-Time tested 77%); Biology 77% (1st-Time tested 94%); English I 63% (1st-Time tested 71%); English II 67% (1st-Time tested 75%); US History 88%. Teachers submitted parent contact logs each six weeks. The following meetings were held in the 4th quarter: 8th Grade Graduation Plan & High School Orientation Meeting (with emphasis on Career Pathways), High School Graduation Plan Meetings, 11th and 12th Grade Dual Credit Meeting, and Jr. High Orientation Meeting. A large percent of parents attended the STEAM Camp Showcase in June. In May Parents attended NHS Induction Ceremony, Fine Arts, Athletic, and FFA banquets. Two award programs were held with at least 50% of their parents in attendance.
					Meet the teacher night will be scheduled in August. A meet the Lion will be held for parents of student athletes in grades 7-12. Teachers, counselors, and administrators will continue to maintain parent contact logs. Teachers will contact parents of struggling students at least once each six weeks.

Need:	Increase Writing instruction and practice across all disciplines.
Index:	3
Critical Success Factor:	Improve Academic Performance
Annual Goal:	In 2013-2014 to meet or exceed "Met Standard" on state assessments.
Strategy:	Increase training and implementation of writing strategies across all disciplines.

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How will addressing this need impact the index and CSF identified?	Increasing writing skills will improve student performance and narrow the student performance gap.	
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Interventions by Quarter								
Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)		
To date, what actions have been taken to address Need 3?	Teachers attended professional development: All staff attended A Framework for Understanding Poverty, Questioning and Critical Thinking Strategies, How to Analyze Data (Bernhardt), 8 teachers and administrators: CSCOPE State Conference, 3 teachers; Accelerated Reading/STAR Enterprise, 3 teachers; Sheltered Instruction, 8 teachers; Writing Prep for STAAR/EOC, 3 teachers. Teachers presented 6+ Writing Traits Strategies to all Staff. 6+ Writing Traits Materials were distributed to teachers in grades 7 and 8. All students in Spanish I and Spanish II are receiving extension instruction in grammar and vocabulary to aid in writing.		Q2 Goal: In 2013-2014 to meet or exceed "Met Standard" on state assessments.		Q3 Goal: In 2013-2014 to meet or exceed "Met Standard" on state assessments.		Q4 Goal: In 2013-2014 to meet or exceed "Met Standard" on State assessments.	
	Interventions:		Interventions:		Interventions:		Interventions:	
	1) Weekly Focus Words 2) Daily Bell Ringers focused on Writing 3) Increased inclusion of writing prompts campus-wide		1) Weekly Focus Words 2) Daily Bell Ringers focused on Writing 3) Increased inclusion of writing prompts campus-wide		1) Weekly Focus Words 2) Daily Bell Ringers focused on Writing 3) Increased inclusion of writing prompts campus-wide		1) Weekly Focus Words 2) Daily Bell Ringers focused on Writing 3) Increased inclusion of writing prompts campus-wide	
	4) All students in Spanish I and II are receiving increased instruction in reading and writing.		4) All students in Spanish I and II are receiving increased instruction in reading and writing.		4) All students in Spanish I and II are receiving increased instruction in reading and writing.		4) All students in Spanish I & II are receiving increased instruction in reading and writing.	
	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) Lesson Plans 2) Administrative walk through data 3) 4)		1) Lesson Plans 2) Administrative walk through data 3) 4)		1) Lesson Plans 2) Administrative walk through data 3) 4)		1) Lesson Plans 2) Administrative walk through data 3) Weekly quizzes 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.		
DMAC TEKS and SE Performance for Writing and Reading was analyzed after each CBA. Professional Development included: two teachers attended STAAR training for Jr. High, two teachers attended 6-8 ELA Reading Improvement, 5 teachers attended New Teacher Training at ESC 14, 6 teachers attended STAAR/EOC Writing Training.		DMAC TEKS and SE Performance for Writing and Reading was analyzed after each CBA. Professional Development included: two teachers attended STAAR training for Jr. High, two teachers attended 6-8 ELA Reading Improvement, 5 teachers attended New Teacher Training at ESC 14, 6 teachers attended STAAR/EOC Writing Training.		Teacher Professional Development Included: Leading Relevant Review for Leaders (Lead Forward), AR Training, Released Testing and Instruction, Sheltered Instruction, TALA Writing, STAAR Writing, STAAR Ready ELA 6-8, Technology Conference		STAAR and EOC passing rates: 7th Reading 61%; Writing 66%; 8th Reading 92%; Algebra I 72% (1st-Time tested 77%); English I 63% (1st-Time tested 71%); English II 67% (1st-Time tested 75%)		

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	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>English teachers will meet with a writing expert to insure teaching writing consistency through the grade levels and to improve teaching to low SE's from CBA's.</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>Continue a focus on writing across the curriculum. Encourage a Writing Exit Ticket in all classes. All teachers will submit two writing samples per six weeks.</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>There will be a continued focus on writing across all content areas. Teachers will continue to include writing activities in Lesson Plans. Vocabulary development will continue in all classes with weekly focus words. The master schedule will be changed to provide for subject specific EOC remediation classes. An Independent Studies in English course will be scheduled to support students at risk of passing the EOC English I or II exam. The schedule will provide a daily intervention time for all students in grades 7-12. Seventh and eighth grade students will also have an intervention/extension class period. Freshmen will also be enrolled in a course to include additional support for writing.</p>

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Need:	Improve disaggregation of student data to impact classroom instruction and student interventions.
Index:	1
Critical Success Factor:	Quality Data to Drive Instruction
Annual Goal:	In 2013-2014 to meet or exceed "Met Standard" on state assessments.
Strategy:	DHS Walkthrough Data, after training on the Fundamental 5, will be presented to campuses and individual teachers to improve performance. CBA's will be given each six weeks. Teachers and administrators will chart CBA data to analyze and align classroom instruction and to determine appropriate interventions.
How will addressing this need impact the index and CSF identified?	Data disaggregation will drive classroom interventions and student achievement will increase.

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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 4?	A campus leadership team of 6 teachers, 1 counselor, 1 principal, and 1 district administrator attended How to Analyze Data. (Bernhardt) All Staff were trained in The Fundamental 5 from Lead Your School. Administrators began Power Walks in September.		In 2013-2014 to meet or exceed "Met Standard" on state assessments.		In 2013-2014 to meet or exceed "Met Standard" on state assessments.		In 2013-2014 to meet or exceed "Met Standard" on State assessments.
		Interventions:	Interventions:	Interventions:	Interventions:		
		1) Utilizing six week assessment data to drive interventions	1) Develop a weekly assessment schedule	2) instruction	1) Weekly assessment schedule		
		2) Intervention schedule based on lowest subject SE's	3) Utilizing six week assessment data to drive interventions	3) Intervention schedule based on lowest subject SE's	2) DMAC analysis to drive instruction		
		3) Professional Development	4)	4)	3) Interventions based on assessments and data		
				4) afterschool			
		What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?			

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		1) Six week assessment data	1) Weekly and three week assessment reports	1) Weekly, three-week, and Benchmark assessments
		2) Teacher analysis reports	2) SE Heat Maps provided for teachers and administrators	2) SE Heat Maps provided for teachers and administrators
		3)	3) Teacher analysis reports	3) Teacher analysis reports
		4)	4)	4) Lesson Plans/ student sign-in sheets for afterschool intervention

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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>All staff received training on identifying target students through various demographics. Teachers received training on analyzing weaknesses of those target students. Administrators continued Power Walks and feedback was given to individual teachers to improve instruction. From one CBA to the next CBA, 7th Reading increased 28%; 7th Writing increased 24%; 7th Math increased 24%; 8th ELA increased 47%; 8th Math decreased 3%; 8th Social Studies decreased 14%; 8th grade Science increased 29%. English I decreased 18%; English II increased 47%; Algebra I decreased 30%; Biology decreased 39%; US History increased 29%. These percentages are based on a passing rate of 70 % while the state passing percentage for Phase in Level 2 is 66% for 7th Grade Reading, 65% for Grade 8 Reading, 56% for Grade 7 Math, 52% for Grade Math, 63% for Grade 8 Science, 62 % for Grade 8 Social Studies, and 64% is Grade Writing. For high school, the Phase in Level 2 state passing rate is 61% for English 1 Reading, 68% for English 1 Writing, 59% for English 2 Reading, 73% for English 2 Writing, 50% Algebra 1, 48% for Biology, and 53% for U.S. History. For example on our Biology CBA with a passing rate of 70%, 6% of our students passed; however, when using the state passing rate of 48%, 69% of our students passed. Our assessment data has demonstrated that we need to re-evaluate our assessments to ensure appropriate comparisons between those assessments so we can determine the effectiveness of our instruction.</p>	Describe the data or evidence used to determine if the goal will or won't be met.	<p>Administrators continued Power Walks and feedback was given to individual teachers. From one CBA to the next CBA, 7th Reading decreased 15%, however, the average score was the same from 3rd to 4th 6 Weeks with 6 more students tested in the 3rd 6 Weeks; 7th Writing decrease 10%; 7th Math increase 46%; 8th ELA increase 20%; 8th Math increase 29%; 8th Social Studies increase 35%; 8th grade Science decrease 33%. English I increase 11%; English II remained the same at about 70% passing with an average score of 76; Algebra I increase 50%; Biology increase 39%; US History increase 46%. These percentages are based on a passing rate of 70 % while the state passing percentage for Phase in Level 2 is lower for all subjects. Based on the Data, interventions in place have shown student progress; however, further interventions in writing are still necessary across content areas.</p>	Describe the data or evidence used to determine if the goal will or won't be met.	<p>STAAR and EOC passing rates:7th Reading 61%; Writing 66%; Math 48%; 8th Reading 91%; Math 92%; Social Studies 54%; Science49%; Algebra I 72% (1st-Time tested 77%); Biology 77% (1st-Time tested 94%); English I 63% (1st-Time tested 71%); English II 67% (1st-Time tested75%); US History 88%. Administrators continued Power Walks and feedback was given to individual teachers. State assessments were examined to determine areas of improvement.</p>

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		<p>From our findings, we have adjusted our testing to be more frequent with weekly quizzes and 3-week tests. This frequency will allow more immediate adjustment to instruction based on evidences. We will also monitor and analyze each assessment to ensure consistent assessments across grade levels. We will also adjust our passing rate to reflect the state passing rate in order to have a better comparison with the state averages. The campus will implement weekly subject assessments and analyses. Staff will focus on intensive and specific data that tracks SE's over time.</p>		<p>We will monitor and analyze each assessment to ensure consistent, rigorous assessments across grade levels. The campus will continue weekly subject assessments and analysis. Staff will continue to focus on intensive and specific data analysis that tracks SE's over time. Teachers will continue to use the Quintile Report to Target Intervention Groups for PUSH or Homeroom. Teachers will continue to use the Heat Map to determine low SE's for classroom intervention activities.</p>	<p>Professional development will be provided on data disaggregation for all professional staff. Alignment meetings will be held for teachers in each subject during August professional development. Students will be assigned interventions based on individual needs as determined by STAAR and EOC results. Writing across all disciplines will be a campus focus with writing activities included weekly in lesson plans as research indicates that writing will improve all disciplines. Teachers will continue to use the Heat Map to determine low SE's for classroom intervention activities.</p>
	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>		<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	

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

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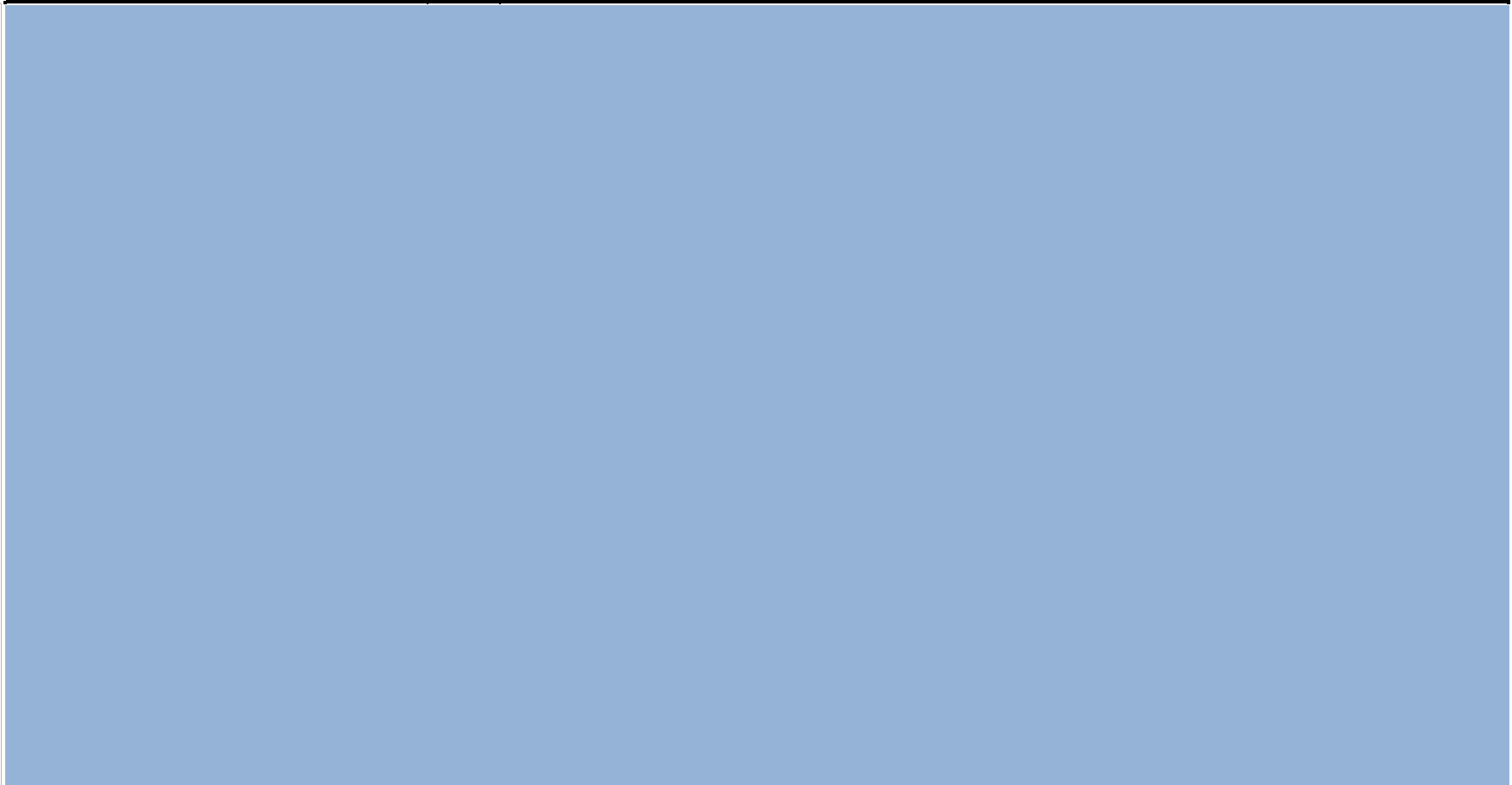
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Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)		
To date, what actions have been taken to address Need 5?	Q2 Goal:		Q3 Goal:		Q4 Goal:			
	Interventions:		Interventions:		Interventions:		Interventions:	
	1)		1)		1)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

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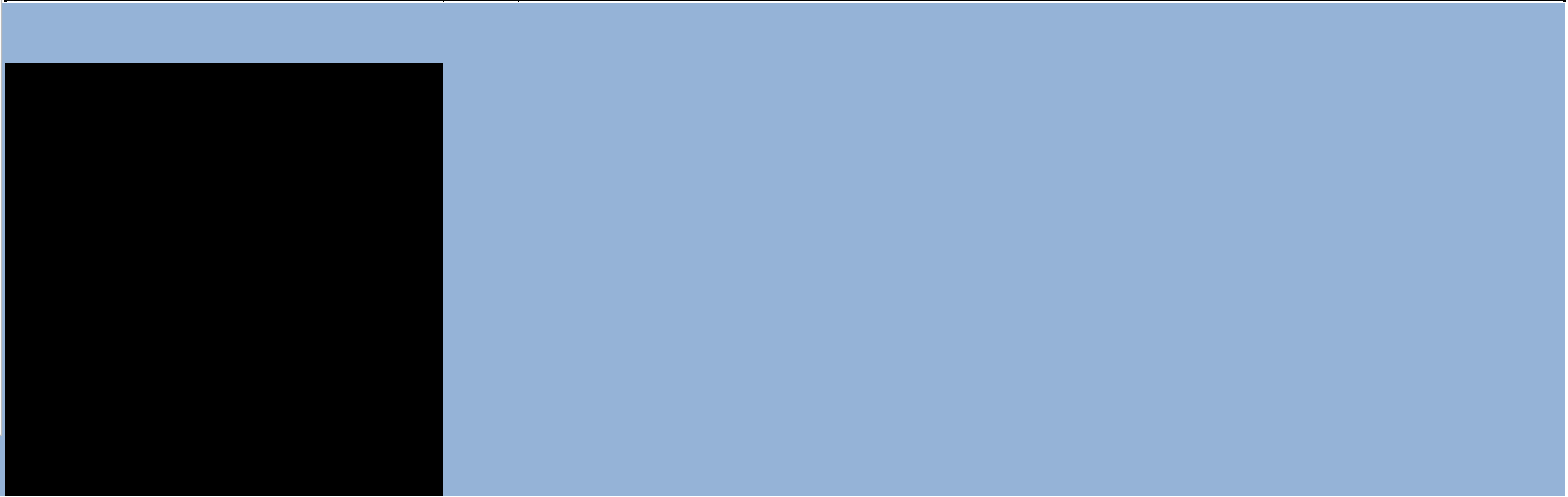
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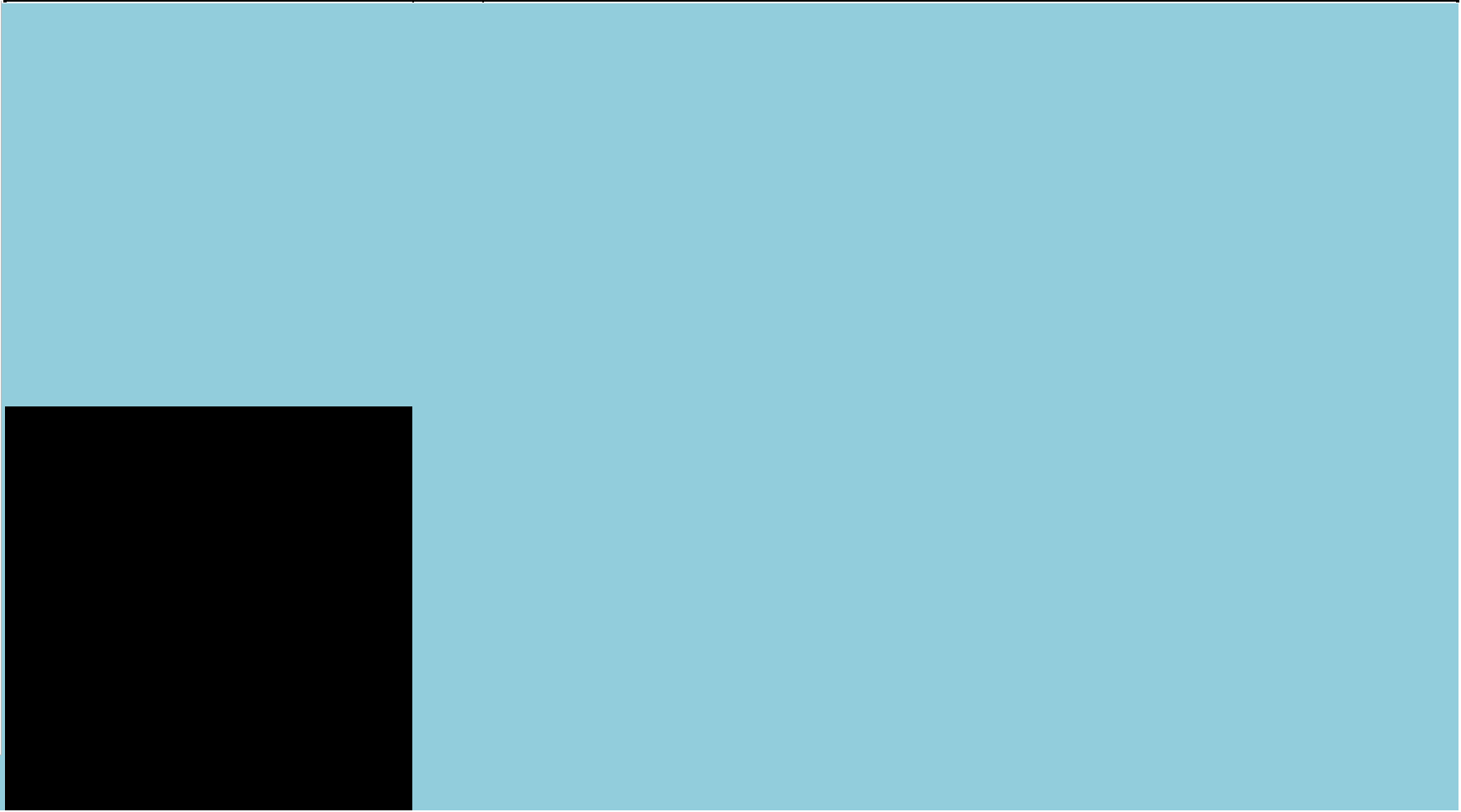
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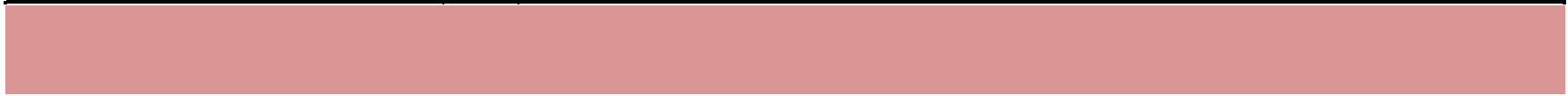
Needs Assessment Summary and Improvement Plan

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LEA Name:	Dublin
Campus Name:	Secondary

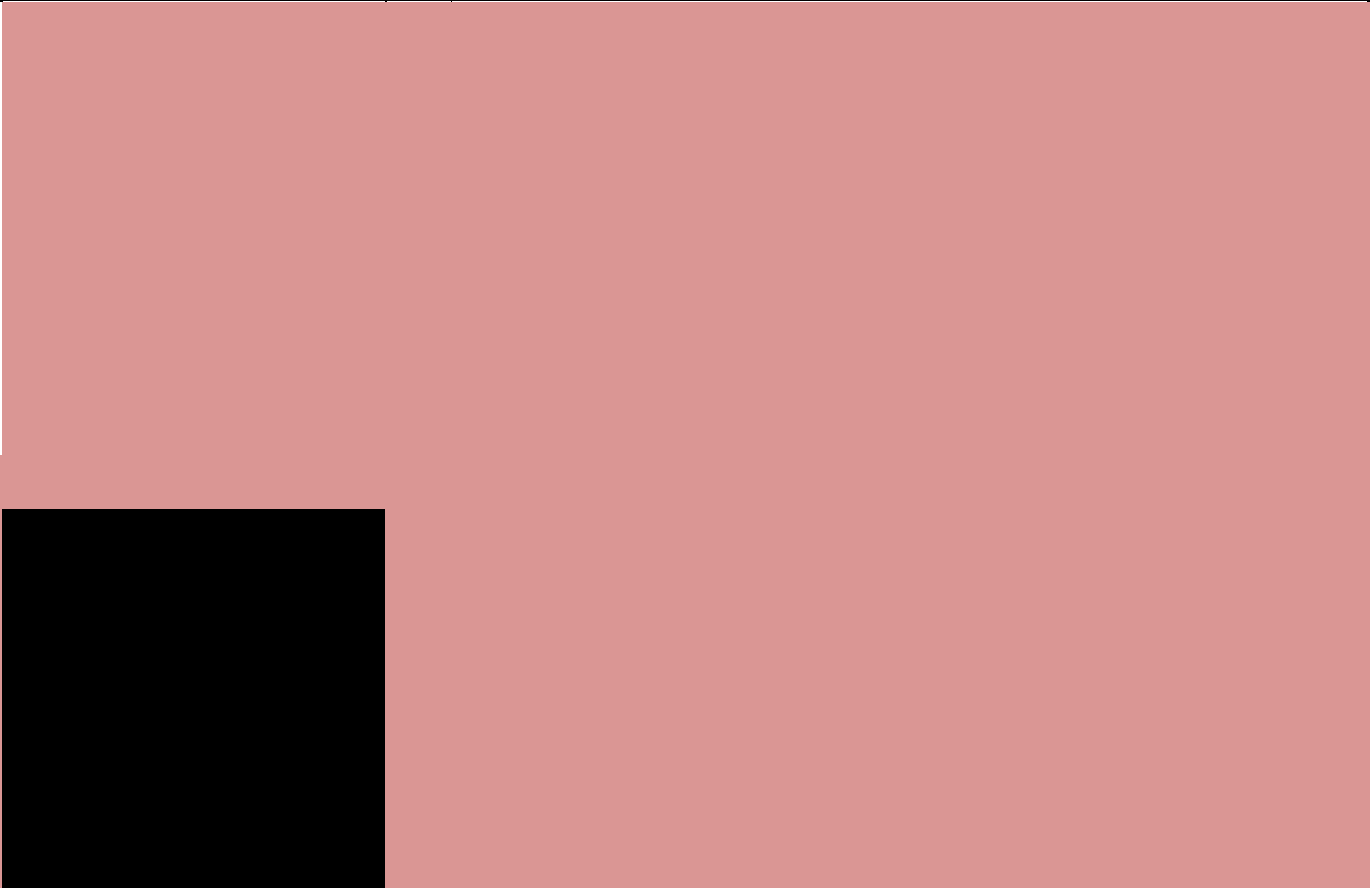
Needs Assessment Summary and Improvement Plan



LEA Name:	Dublin
Campus Name:	Secondary

Needs Assessment Summary and Improvement Plan

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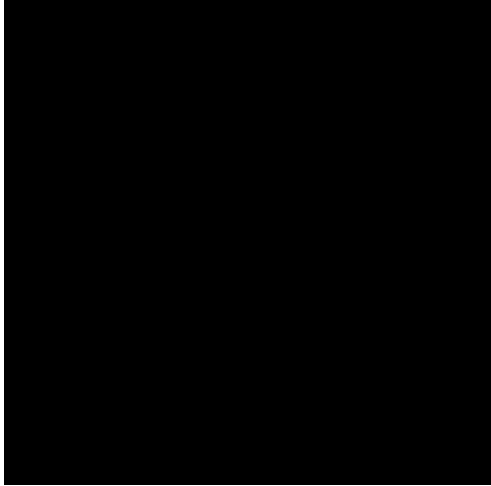


LEA Name:	Dublin
Campus Name:	Secondary

Needs Assessment Summary and Improvement Plan

LEA Name:	Dublin
Campus Name:	Secondary

Needs Assessment Summary and Improvement Plan



LEA Name:	Dublin
Campus Name:	Secondary

Needs Assessment Summary and Improvement Plan



Attestation Statement:	<input type="checkbox"/> EC+(Ks;EC+{Aa}
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