

LEA Name:	Southwest ISD
Campus Name:	McAuliffe Middle School

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>
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Identified and Prioritized Needs: It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.

Need 1:	There is a lack of instructional coherence in the core content areas.
Need 2:	Teachers struggle to differentiate instruction to meet the needs of all students.
Need 3:	Teachers are in need of ELL support strategies and systems.

NEED 1

Need:	Lack of instructional coherence in the core content areas.
Index:	1
Critical Success Factor:	Improve Academic Performance
Annual Goal:	The percent of students meeting standard on state assessments will increase by 10% in all content areas.
Strategy:	Teachers will collaborate weekly both horizontally and vertically to create lessons more closely aligned to the level of rigor in
How will addressing this need impact the index/CSF or major system identified?	It will increase individual student performance and achievement (Index 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?	CLT has met and has created the DA, NA and IP. The campus has had Lead4ward training to help analyze data and identify student levels and needs.	Q2 Goal:	The percent of students meeting standard on local assessments aligned in rigor to state assessments will increase by 3% in all content areas.	Q3 Goal:	The percent of students meeting standard on local assessments aligned in rigor to state assessments will increase by 5% in all content areas.	Q4 Goal:	The percent of students meeting standard on state assessments will increase by 10% in all content areas.
		Interventions:		Interventions:		Interventions:	
		1)	Teachers will create lessons and assessments to match levels of TEKS during weekly Grade Level Content Meetings.	1)	Weekly department meetings to discuss and plan content and ensure levels of rigor based on TEKS.	1)	Teachers will provide lessons that are aligned to the TEKS.
		2)	Teacher leaders will facilitate and monitor those meetings.	2)	Teacher leaders will facilitate and monitor meetings and administration will attend.	2)	Teachers will meet in vertical teams to examine TEKS at each grade level to ensure there are no gaps in instruction and discuss areas where students struggle using the Lead Forward snapshot document.
		3)	Review of performance data and adjustment of lessons-CBA data and Heat Maps.	3)	Teachers will review performance data and adjust instruction as needed.	3)	Teachers will review performance data and adjust instruction as needed.
		4)	Content Specialist will provide training and input /feedback in cognitive levels for the TEKS.	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)	Agenda, minutes, lessons and assessments	1)	Agenda and minutes will be collected	1)	Lesson Plans
2)	Minutes of Feedback within CLT Meetings	2)	Minutes of Feedback within CLT Meetings	2)	Minutes that identify areas of student need		
3)	CBA data and Heat Maps	3)	CBA data and Heat Maps	3)	CBA data and Heat Maps		
4)	Sign-in sheets and agendas; Teacher lesson plans and assessments with higher levels of rigor	4)		4)			

NEED 2

Need:	Teachers struggle to differentiate instruction to meet the needs of all students.
Index:	3
Critical Success Factor:	Teacher Quality
Annual Goal:	The percent of Hispanic and Economically Disadvantaged students meeting standard in all content areas will increase by 10% by April 2014.
Strategy:	Teacher professional development, observations and modeling, and designing and implementing differentiated lessons.
How will addressing this need impact the index and CSF identified?	It will increase teacher quality and individual student performance.

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?	Review of teacher professional development certificates. Review of lesson plans and identified that lesson differentiation was not taking place. Review of walk through data.	Q2 Goal:	The percent of Hispanic and Economically Disadvantaged students meeting standard in all content areas will increase by 3%	Q3 Goal:	The percent of Hispanic and Economically Disadvantaged students meeting standard in all content areas will increase by 5% .	Q4 Goal:	The percent of Hispanic and Economically Disadvantaged students meeting standard in all content areas will increase by 10% by April 2014.
		Interventions:		Interventions:		Interventions:	
		1)	Teachers will create and implement one Tiered lesson per unit of instruction.	1)	Teachers will create and implement three tiered lessons per unit of instruction.	1)	Teachers will create and implement three tiered lessons per unit of instruction.
		2)	Provide half day training for each core area teacher on differentiated instruction.	2)	Teachers will analyze student work from the DI lessons.	2)	Teachers will analyze student work from the DI lessons.
		3)	Teachers will observe one lesson and discuss student engagement and student talk.	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)	Differentiated lessons; Walk Through data.	1)	Differentiated lessons; Walk Through data.	1)	Differentiated lessons; Walk Through data.
		2)	Sign In Sheets and Certificates	2)	Summary of analysis of student work; CBA data	2)	Summary of analysis of student work; CBA data.
		3)	Video of lesson; sign-in sheets and minutes of discussion.	3)		3)	
		4)		4)		4)	

NEED 3

Need:	Teachers are in need of ELL support strategies and systems.
Index:	3
Critical Success Factor:	Teacher Quality
Annual Goal:	The percent of ELL students meeting standard on state assessments will increase to 50%.
Strategy:	Teacher professional development and observations
How will addressing this need impact the index and CSF identified?	It will increase teacher quality and ELL student learning and achievement

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?	Teacher have begun training using the ELPS Academy New Immigrant students have been issued an Ipad to utilize in the classrooms	Q2 Goal:	The percent of ELL students meeting standard on local assessments will increase to 30%.	Q3 Goal:	The percent of ELL students meeting standard on local assessments will increase to 40%.	Q4 Goal:	The percent of ELL students meeting standard on state assessments will increase to 50%.
		Interventions:		Interventions:		Interventions:	
		1)	Teachers trained through Project Share ELPS Academy.	1)	One teacher from each core content area will attend Region 20 - 50 Strategies for teaching ELL's.	1)	Develop a schedule for all core content teachers to be trained for ELL strategies.
		2)	Teachers will create and implement lessons that integrate the ELPS Standards.	2)	Grade / Content level teachers will integrate ELL strategies into their lessons.	2)	Grade / Content level teachers will integrate ELL strategies into their lessons and implement those lessons.
		3)		3)	The department representative will re-deliver information to depart.	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)	Professional Development Certificate	1)	PD Certificate	1)	Teacher professional development schedule and timeline
		2)	Lesson Plans / Walk Through Data (Instructional Board); CBA data	2)	Lesson Plans /Walk-Through Data; CBA data	2)	Lesson Plans /Walk-Through Data; CBA data
		3)		3)	Agenda and Sign In Sheets	3)	
		4)		4)		4)	