

LEA Name:	Southwest ISD
Campus Name:	Southwest 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>
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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:	To implement a systemic classroom intervention program to address the need of individual students.
Need 2:	Some teachers are not effective in delivering their content.

NEED 1

Need:	To implement a systemic classroom intervention program to address the need of individual students.
Index:	3
Critical Success Factor:	Improve Academic Performance
Annual Goal:	Successfully identify and implement interventions for 100% of all students.
Strategy:	All teachers will provide interventions to struggling students.
How will addressing this need impact the index/CSF or major system identified?	Number of students performing on grade level will increase.

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?	Our campus has established mandatory RTI meetings that all grade levels participate in every Wednesday during their conference time.	Q2 Goal:	RTI process will have started for students that show a need for interventions to be successful.	Q3 Goal:	Teachers have implemented the RTI process for 90% of all identified students.	Q4 Goal:	Interventions will be implemented and applied for 100% of all identified students in every content.
		Interventions:		Interventions:		Interventions:	
		1)	Continue training during weekly meetings and follow up on paperwork.	1)	Teachers are creating common mini assessments.	1)	Teachers are creating common mini assessments.
		2)	Review formative and summative assessments to identify students who need to be placed on the RTI process.	2)	Teachers are analyzing student work to identify needs.	2)	Teachers are analyzing student work to identify needs.
		3)	Conduct weekly follow up meetings with RTI process to ensure students are making progress.	3)	Teachers are adjusting instruction and creating interventions for struggling students.	3)	Teachers are adjusting instruction and creating interventions for struggling students.
		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)	Sign-in sheets, calendars of meetings	1)	Provide evidence of assessments during weekly grade-level meetings.	1)	Provide evidence of assessments during weekly grade-level meetings.		
2)	Provide documentation of levels and interventions of students in the RTI Process	2)	Identify struggling students.	2)	Identify struggling students.		
3)	Documented progress monitoring: summative assessment, formative assessment	3)	Provide documentation of interventions for struggling students.	3)	Provide documentation of interventions for struggling students.		
4)		4)		4)			

Need 2

Need:	Some teachers are not effective in delivering their content.
Index:	1
Critical Success Factor:	Teacher Quality
Annual Goal:	100% of teachers will deliver effective instruction in their content.
Strategy:	Professional development will be provided in analyzing TEKS at their cognitive level required.
How will addressing this need impact the index and CSF identified?	Students will be achieving at higher levels.

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?	Content/Curriculum specialists have been scheduled to deliver professional development.s	Q2 Goal:	Teachers will be receiving professional development to increase the effectiveness of their content delivery and begin implementing of the strategies.	Q3 Goal:	75% of teachers will be providing effective instruction in their content.	Q4 Goal:	100% of teachers will deliver effective instruction in their content.
		Interventions:		Interventions:		Interventions:	
		1)	Curriculum review and effective implementation of math.	1)	Professional development.	1)	Professional development.
		2)	Analysis of cognitive levels of TEKS.	2)	Sharing best practices.	2)	Sharing best practices.
		3)	Walk-throughs and observations and reflection time.	3)	Walk-throughs and observations and reflection time.	3)	Walk-throughs and observations and reflection time.
		4)	Create lessons at the cognitive level of the TEKS.	4)	TLAC Book Study.	4)	TLAC Book Study.
	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)	Sign -in sheets and sub logs.	1)	Sign-in sheets and sub logs.	1)	Sign-in sheets and sub logs.	
	2)	Sign-in sheets.	2)	Sign-in sheets and minutes from meetings.	2)	Sign-in sheets and minutes from meetings.	
	3)	Administrative PDAS (observation and walk-thru processes).	3)	Administrative PDAS (observation and walk-thru processes)..	3)	Administrative PDAS (observation and walk-thru processes).	
	4)	Lesson plans.	4)	Sign-in sheets, documentation of strategies used.	4)	Sign-in sheets, documentation of strategies used.	