### Needs Assessment Summary and Improvement Plan

After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:

1. **Step 1: Clarify and prioritize problem statements**
2. **Step 2: Establish the purpose of assessing root causes and establish the team**
3. **Step 3: Gather data**
4. **Step 4: Review data analysis**
5. **Step 5: Root cause analysis**

The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

#### Problem Statements (PS):

<table>
<thead>
<tr>
<th>PS</th>
<th>Description</th>
<th>Root Cause 1</th>
<th>Root Cause 2</th>
<th>Root Cause 3</th>
<th>Root Cause 4</th>
<th>Root Cause 5</th>
<th>Root Cause 6</th>
<th>Root Cause 7</th>
<th>Root Cause 8</th>
<th>Root Cause 9</th>
<th>Root Cause 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 1</td>
<td>Spring 2015 STAAR Index 1 score was 50%.</td>
<td>is occurring because of Root Cause #1</td>
<td>A structured, formalized and hyper-monitored system for collaboration on research-based instructional practices was not fully developed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 2</td>
<td>The Spring 2016 STAAR Index 4 indicates 13% met final recommended Level II in two or more STAAR subject area tests for all students.</td>
<td>is occurring because of Root Cause #2</td>
<td>TEKS were not consistently taught to the depth and complexity required and process skills were not embedded in daily teaching and learning. Standards were taught as isolated skills. A formalized system for planning, monitoring and providing feedback was not fully developed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 3</td>
<td></td>
<td>is occurring because of Root Cause #3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 4</td>
<td></td>
<td>is occurring because of Root Cause #4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 5</td>
<td></td>
<td>is occurring because of Root Cause #5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 6</td>
<td></td>
<td>is occurring because of Root Cause #6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 7</td>
<td></td>
<td>is occurring because of Root Cause #7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 8</td>
<td></td>
<td>is occurring because of Root Cause #8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 9</td>
<td></td>
<td>is occurring because of Root Cause #9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 10</td>
<td></td>
<td>is occurring because of Root Cause #10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Identified and Prioritized Root Causes:

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system.

---

**IMPORTANT NOTICE! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.**

By checking the box, I attest that an on-site needs assessment has been conducted according to 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.
### Needs Assessment Summary and Improvement Plan

#### Problem Statement 1
Spring 2015 STAAR Index 1 score was 50%.

#### Root Cause 1
A structured, formalized and hyper-monitored system for collaboration on research-based instructional practices was not fully developed.

#### Critical Success Factors (CSFs)
- CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School’s Instruction
- CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction
- CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership
- CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar
- CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement
- CSF 6-School Climate/ESEA TP: Improve School Environment
- CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers

#### How will addressing this root cause impact the index/indicator/CSF?
Teachers will collaboratively work in PLCs learning to design quality lesson plans and deliver classroom instruction framed/embedded with research-based instructional practices. Learning goals will be clearly communicated. Students will practice, engage and deepen their new knowledge at various cognitive levels. Rules and procedures will be established and affective student-teacher relationships will be developed, all impacting student performance.

### Interventions by Quarter

#### Q1 (Aug, Sept, Oct)
- Districts and 1st Year IR campuses are required to provide, at minimum, the interventions accomplished for quarter 1 (Q1).

#### Q1 Goal
By the end of October, 100% of teachers will collaborate in structured PLCs on TEKS and COLOSO, Marzano’s effective teaching practices and integrated technology.

#### Q2 (Nov, Dec, Jan)
By the end of January, 100% of teachers will plan and communicate clear learning objectives that align with daily learning objectives.

#### Q2 Goal
- Teachers will plan and communicate clear learning objectives that align with daily learning objectives.

#### Q3 (Feb, Mar)
By the end of March, 100% of teachers will design engaging activities with embedded process skills.

#### Q3 Goal
- Teachers will design engaging activities with embedded process skills.

#### Q4 (April, May, June)
By the end of 4th quarter, all content teachers will identify possible non-masters and develop interventions so that at a minimum 65% of students identified will master STAAR in each core area.

#### Q4 Goal
- Teachers will identify possible non-passers in each tested area based on multiple data sources.

### What data will be collected to monitor interventions in Q1?

<table>
<thead>
<tr>
<th>Index Number</th>
<th>District Number</th>
<th>District Name</th>
<th>Campus Number</th>
<th>Campus Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>015907</td>
<td>San Antonio ISD</td>
<td>00500043</td>
<td>Davis Middle School</td>
<td></td>
</tr>
</tbody>
</table>

#### What data will be collected to monitor interventions in Q2?

- Lesson plans and walkthrough observations
- Student journal/work
- Teacher peer observations

#### What data will be collected to monitor interventions in Q3?

- Lesson plans and walkthrough observations
- Data review and analysis
- Feedback
- SMART goals

#### What data was collected to monitor interventions in Q4?

- SMART goals
- Intervention plan

### End of Quarter Reporting
### Needs Assessment Summary and Improvement Plan

#### Q1 Report

<table>
<thead>
<tr>
<th>Did you meet this quarter's goal?</th>
<th>Did you meet this quarter's goal?</th>
<th>Did you meet this quarter's goal?</th>
<th>Did you meet this quarter's goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select</td>
<td>Select</td>
<td>Select</td>
<td>Select</td>
</tr>
</tbody>
</table>

#### Q2 Report

<table>
<thead>
<tr>
<th>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</th>
<th>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</th>
<th>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</th>
<th>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;Enter text&gt;</td>
<td>&lt;Enter text&gt;</td>
<td>&lt;Enter text&gt;</td>
<td>&lt;Enter text&gt;</td>
</tr>
</tbody>
</table>

#### Q3 Report

<table>
<thead>
<tr>
<th>Are you on track to meet the annual goal?</th>
<th>Are you on track to meet the annual goal?</th>
<th>Are you on track to meet the annual goal?</th>
<th>Are you on track to meet the annual goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select</td>
<td>Select</td>
<td>Select</td>
<td>Select</td>
</tr>
</tbody>
</table>

#### Q4 Report

<table>
<thead>
<tr>
<th>What, if any, adjustments must be made in order to meet the annual goal?</th>
<th>What, if any, adjustments must be made in order to meet the annual goal?</th>
<th>What, if any, adjustments must be made in order to meet the annual goal?</th>
<th>What, if any, adjustments must be made in order to meet the annual goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;Enter any additional information here&gt;</td>
<td>&lt;Enter any additional information here&gt;</td>
<td>&lt;Enter any additional information here&gt;</td>
<td>&lt;Enter any additional information here&gt;</td>
</tr>
</tbody>
</table>

### End of Year Reporting

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

<table>
<thead>
<tr>
<th>Problem Statement 2</th>
<th>Root Cause 2</th>
<th>Index Number</th>
<th>Critical Success Factors (CSFs)</th>
<th>ESEA Turnaround Principles (TPs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Spring 2016 STAAR Index 4 indicates 13% met final recommended Level II in two or more STAAR subject area tests for all students.</td>
<td>TEKS were not consistently taught to the depth and complexity required and process skills were not embedded in daily teaching and learning. Standards were taught as isolated skills. A formalized system for planning, monitoring and providing feedback was not fully developed.</td>
<td>Not Applicable</td>
<td>CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Information

- **Data Analysis Process**
- **Data Quality**
- **Appropriate Strategy**
- **Identification of Root Cause**
- **Quarterly Planning Process**
- **Ongoing Monitoring and Interventions**

- **Annual Goals**
- **CSF/ESEA Turnaround**
- **Training**
- **Other**

Please provide additional information for the selection of Other or for any selected elements.

- By fully deconstructing TEKS and understanding the instruction and planning needed to design lessons that are aligned to advanced academic performance, teachers will be better prepared to provide and engage students in complex and higher cognitive tasks/activities daily, resulting in increased recommended level II performances in two or more subject areas.
## Needs Assessment Summary and Improvement Plan

### Interventions by Quarter

<table>
<thead>
<tr>
<th>Q1 Goal</th>
<th>Q2 Goal</th>
<th>Q3 Goal</th>
<th>Q4 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of staff will be trained on TEKS deconstruction, Project Based Learning Process and STEM through Venture Lab (a project based curriculum)</td>
<td>By the end of January, 95% of students will be automatically engaged in tracking their performance data, research, and problem solving</td>
<td>By the end of March, 75% of students will be exhibiting Intermediate Performance progress skills based on project rubric</td>
<td>By the end of June, 90% of students will be exhibiting Advanced Performance progress skills based on project rubric</td>
</tr>
</tbody>
</table>

### Q1 Interventions

1. Campus design team will develop a 10-day training institute to include TEKS deconstruction, PBL, Venture Lab training.
2. PLC Tuesday professional development PLC and department meetings to ensure understanding and implementation of training.
3. Design a monitoring system for professional development implementation and changes in instructional practices.
4. Peer observations will provide feedback on best practices observed, implementation of process skill level instruction and activities.

### Q2 Interventions

1. Review lesson plans for evidence of student data tracking, research and problem solving practices.
2. PLC Tuesday project based learning discussions.
3. Administration, department and third party will conduct walkthrough observations and provide feedback.
4. Peer observations will provide feedback on best practices observed, implementation of process skill level instruction and activities.

### Q3 Interventions

1. Teachers will review student progress weekly.
2. Teachers will discuss student progress results during PLC Early Release Tuesday to determine needed interventions.
3. Weekly assessments will be developed to assess TEKS learning and application through process skills.
4. Schedule parent meetings and PBL community presentations to showcase PBL projects.

### Q4 Interventions

1. Students will be working in groups and facilitating group discussions.
2. Students will present learning projects to community and create partnerships.
3. Engage community in the project based learning process by having community share and participate in History, Culture and 21st Century to San Antonio.
4. Develop targeted interventions for Advanced Level Performance based on multiple assessment data.

### What data will be collected to monitor interventions in Q1? | What data will be collected to monitor interventions in Q2? | What data will be collected to monitor interventions in Q3? | What data was collected to monitor interventions in Q4? |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 10 day training institute agenda</td>
<td>1. Lesson plans and walkthrough observations</td>
<td>1. Lesson plans, walkthrough data</td>
<td>1. Walkthrough data</td>
</tr>
<tr>
<td>2. PLC agenda and minutes</td>
<td>2. PLC minutes</td>
<td>2. PLC agenda and minutes</td>
<td>2. Community agenda</td>
</tr>
</tbody>
</table>

### End of Quarter Reporting

<table>
<thead>
<tr>
<th>Q1 Report</th>
<th>Q2 Report</th>
<th>Q3 Report</th>
<th>Q4 Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districts and 1st Year campuses are not required to complete the quarterly (Q1) report.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### End of Year Reporting