

Big Country Elementary Campus Needs Assessment

2016-2017



Mission

At Big Country Elementary, we prepare all students to achieve excellence by providing the highest quality of education to empower each to become lifelong learners who positively impact their families, communities, and the world.

Vision

At Big Country Elementary we strive to meet the needs of each student by providing quality instructional programs that ensure academic success. The staff at Big Country collaborates to do whatever is needed for the students to reach their potential. The Big Country staff is committed to working with parents as an educational team to build a positive learning environment.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: 2016-2017

Data Sources Reviewed: <ul style="list-style-type: none"> • TELPAS • TPRI and Tejas Lee • STAAR Reports/Data • School Report Card • Analysis of student achievement longitudinal study • AWARE, STAR Chart, and AEIS Reports • Floor Chart, Quintiles, Teacher Quintiles • BCE Professional Development Plan • Attendance reports • 2015-2016 BCE Campus Goals • PDAS and Walk-through Reports • AEIS Reports • Discipline reports (425) • Student & Parent survey 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics Corona, J. Garcia, Gerber, Barajas 1. Student Demographics: a. 82.3% Hispanic b. 9.5 % White c. 4.6 % African American d. 3.5% Other e. 72.8% Eco Dis f. 16.2% EL g. 10.1% Sped h. 5.8% GT i. 19% Mobility j. 96.5% Attendance k. 24 Dyslexia l. 35 Speech only m. 52 Special Ed (non-speech) 2. Staff Demographics a. 66.7% Bachelors b. 33.3% Masters	<ul style="list-style-type: none"> ▪ Majority of families have been in the neighborhood for generations (kids of former students are now attending). ▪ Increased number of students participating in the Dual Language program. ▪ Stable staff/veteran teachers. ▪ Third grade math. ▪ Parent/grandparent participation. ▪ Increase in number of high performing teachers. ▪ 50 PreK students. ▪ Stable Attendance. ▪ Low Student Ratio – 15.6 students per teacher 	<ol style="list-style-type: none"> 1. High percentage of our population is Economically Disadvantaged 72.8%. 2. LEP population is struggling to meet early exit criteria. 3. Increase number of students performing at or above final or advanced level. 4. Provide services for Eco. Dis. students such as free lunch, counseling, instructional materials, supp. resources, etc. 5. Provide services for EL students such as counseling, instructional materials, supp. resources, etc. 6. Attendance needs to be more than 97% or above to prepare for accountability index. 7. Mobility has elevated from 17.1% to 19%, we need to have a system in place to address issues as they occur. 8. GT student population needs to increase to at least state norm of 7%. 9. Funding for attendance incentives. 	<ul style="list-style-type: none"> ▪ Develop programs to meet the needs of highly at-risk students to increase likelihood students will meet or exceed state requirements and be promotable to the next grade from local funds. ▪ Develop a stronger nomination process to identify GT students. ▪ Develop a plan for remediation, acceleration, and emotional support to be delivered at the time of need. ▪ Special Ed population has increased showing a higher need of support in staffing, instructional materials, and support resources. ▪ Bilingual population has increased showing a higher need of support in staffing, instructional materials, and supp. resources.

<p>c. 31.1% (11-20 years) d. 2.2% Beginning teachers e. 31.1% (1-5 years) f. 17.8% (6-10 years) g. 17.8% (Over 20 years)</p> <p>3. Grade Level Attendance Average a. PK 97.5 b. K 97.9 c. 1st 98.2 d. 2nd 98.3 e. 3rd 98.5 f. 4th 98.17 g. 5th 98.39</p>			
<p>Student Achievement Bagg, Sigler, Smith, Verstuyft, Faz, Potts, White</p>	<p>1. Based on STAAR scores, disaggregated by overall grade levels, students are achieving Level 2 on STAAR testing as follows: 3rd Math Met 81% State: 75% 3rd Reading Met 78% State: 73% 4th Math Met 87% State 73% 4th Reading Met 82% 75% 5th Math Met 93% State 86% 5th Reading Met 88% State 81% 5th Science Met 80% State 74% All grades Progress Measure Met or Exceeded: Reading 74% Math 76%</p>	<p>Advanced Standard: All grades/All subjects: 21% of students scored at the advanced level on STAAR 23% Reading 24% Math 9% Writing 14% Science All grades Progress Measure Exceeded Reading 32% Math 34%</p> <p><u>1. Subpopulation STAAR performance</u> a. <u>Special Education</u> 3rd Math Met 64% 3rd Reading Met 50% 4th Math Met 67% 4th Reading Met 50% 5th Math Met 83% 5th Reading Met 83% 5th Science Met 67% <i>SIP goal: 50% Special Education students will meet standards in all academic areas on STAAR by June 2017.</i> b. EL 3rd Math Met 87% 3rd Reading Met 52%</p>	<ul style="list-style-type: none"> ▪ Phase 1 tutoring (basic skills) to close the gaps at the beginning of the year. ▪ Phase 2 tutoring (STAAR) to assist students in being successful on the STAAR assessment. ▪ Monitoring special populations over the year, to track student progress, with the goal of integrating them with the rest of the population, especially in the area of assessment, through Spec Ed, LPAC, and RTI committees. ▪ Data training for the staff and continue training on how to disaggregate data to inform instruction. ▪ Bilingual and Dual Language teachers need training in SIOP and Imaginalo! to address the ELL needs for raising rigor in bilingual classrooms. ▪ Develop early literacy interventions and provide training in the primary grades to better prepare students for the next grade levels in reading and writing. ▪ Increase the rigor and problem solving components of lessons for GT students. ▪ Develop writing program to train teachers on emergent writing standards & skills,

	<p>2. Met all Target Standards in state accountability.</p> <ul style="list-style-type: none"> - Target 60 Campus 83 - Target 32 Campus 56 - Target 28 Campus 47 - Target 12 Campus 43 <p>3. Met all system safeguards 30/30 = 100%</p> <p>4. Campus Reading Specialist and Instructional Aide services all students identified with dyslexia or TIER III students.</p> <p>5. TTM data shows 99.4% of students with work 57% of students have attempted 30 lessons or more 77% of grade level lessons have been passed when attempted</p> <p>-</p>	<p>4th Math Met 100% 4th Reading Met 78% 4th Writing Met 78% 5th Math Met 83% 5th Reading Met 83% 5th Science Met 76% <i>SIP goal: ELL STAAR Reading scores will improve from 68% to 73%</i></p> <p>2. Reading Progress: iStation Tier Report indicates that in Nov, 328/577 students (57%) placed in Tier 1 on their ISIP monthly assessment. Currently, iStation data indicates: a. K-3 tier trendlines are showing steady progress for students in Tiers 1 and 3 within the tier range. (exception is 3rd grade where all trendlines show downward progress) Students who placed in Tier 2 show a flat trendline with little to no progress within the tier range in grades 2-3, with progressing trendlines in grades K-1 for tier 2.. b. 4-5 tier trendlines show steady progress for students within their tier range, with little to no movement to other tiers. Performance Index 3 - Closing Performance Gaps is BCE's Index that is the closest to not meeting. Emphasis on "bubble kids" during IE time is needed. <i>SIP goal: Istation Goal for Tier 1: 70% of students will perform at Tier 1 level on Monthly ISIP on any given month. 85% by end of school year.</i></p> <p>3. Schoolwide Comprehensive Writing Plan 4th Grade Writing STAAR scores 76% pass rate (State 69%) Indicator 4 Postsecondary Readiness in Writing 34% State 41% Advanced standard scores 9% <i>SIP goal: STAAR Writing Scores will improve from 76% to 79% by June 2017.</i></p>	<p>STAAR writing score standards, writing skills, and develop vertical alignment for writing scoring.</p> <ul style="list-style-type: none"> ▪ Provide fluency professional development for all grade levels to raise fluency for all students to at least the minimum grade level expectations. ▪ Monitor classroom fluency and teacher lessons for fluency monthly. ▪ Utilize RTI system for campus, then train all grade level teams to utilize interventions, documentation system, and establish sacred PLC meeting times every other week with counselor & administrators for student meetings. <p>1. Subpopulation STAAR performance a. Special Education students need increased support time in the general education classroom in order to maintain achievement. Priority should be given to making sure we have the staff to be compliant to existing students' IEP minutes, and increase support time. b. Professional development for teachers of GT students specific to classroom enrichment that leads to advanced performance on state assessment.</p> <p>2. Reading Progress: PLC agenda emphasis for all grades on intervention strategies for "bubble" kids – students who are consistently placing in Tier 2 on monthly iStation ISIP assessment. Teacher training on how to utilize iStation reports and interventions in small group or tutoring to boost student achievement. Professional development on grouping/flexible grouping, ability grouping for intervention. Continue technology based interventions – iStation, TTM, MobyMax and continue "snack</p>
--	--	---	---

		<p>3. Tutoring</p> <p>a. Phase I Tutoring</p> <p>b. Phase 2 Tutoring</p> <p>c. Data Wall training</p>	<p>cart" incentive for TTM lessons passed per week</p> <p>3. Schoolwide Comprehensive Writing Plan</p> <p>Develop writing program to train teachers on emergent writing standards & skills, STAAR writing score standards, writing skills, and develop vertical alignment for writing scoring. To systematically improve writing scores on 4th grade STAAR, there needs to be a comprehensive schoolwide writing plan. A writing team of teachers may need to be created and provided with a set number of release days where they work on campus on creation of a multi-grade writing plan. 4th grade needs a detailed writing plan of instruction at the beginning of the school year that maps out the year. Writing scoring at staff meetings is helpful, but should also include vertical conversations about what is needed work on campus on creation of a multi-grade writing plan. Time should be allotted for teachers to identify student achievement gaps during pre-planning week to facilitate beginning tutoring immediately. We are waiting too long to start.</p> <p>b. Phase 2 Tutoring (STAAR grades) Should begin after Winter Break. Teachers need training through PLC in identifying TEKS to address in tutoring</p> <p>c. Data wall training and meaningful use of data that travels up grade levels with students will increase our ability to focus in on student learning gaps. Pink and Blue forms should be revamped to carry important data from grade level to grade level so the receiving teacher is fully knowledgeable about</p>
School Culture and Climate	1. Teachers provide tutoring services to students in need to	1. Communication throughout the school (office to teachers, teachers to parents, amongst teachers)	1. Provide clear and specific expectations in a timely manner

<p>Krueger, Tijerina, LP Garza, Richie, Hernandez, VanOverborg</p>	<p>assist in achieving academic excellence</p> <ol style="list-style-type: none"> 2. Students successfully utilize instructional programs provided 3. Teachers provide appropriate classroom management reflected in less than 1% behavior and disciplinary action 	<ol style="list-style-type: none"> 2. Increased parent attendance/involvement at academic nights 3. Vertical and horizontal collaboration and teamwork 4. All curricular components provided to teachers upon adoption of program to adequately implement the program 	<ol style="list-style-type: none"> 2. Parent/Teacher/Student commitment to daily attendance 3. Consistency of curriculum and program expectations
<p>Staff Quality/ Professional Development Sanchez, Morales, Molina, S. Garcia, B. Garza</p>	<ul style="list-style-type: none"> ▪ BCE teachers are Highly qualified staff based on certifications. 30 Teacher's Bachelors 15 Teacher's Masters 35 EC-6 Generalist 7 Bilingual/ESL Certified Para's-Associates ▪ On-going Campus Staff Development plan has been implemented to promote professional growth of staff. Dyslexia, Gretchen Barnabe, Content, Unravel the TEKS ▪ Staff Development on Figure 19 based on ongoing assessments. ▪ Staff Development on PLCs Student success, on-going PLC has been implemented to promote professional growth of staff. 	<ol style="list-style-type: none"> 1. How are follow-up data regarding teacher performance provided to teachers? T-TESS/Conference We need to have mentors to assist in teacher weaknesses. 2. Recruiting highly qualified staff. A need for panel interview for each grade level rep 3. Highly effective staff helping high needs students? -Upper grades to tutor intervention groups, -implement a writing program for the all grades. 4. Impact/effect of teacher mentor program? More effective plan needs to be implemented. 5. What systems are in place to build capacity and support the notion of continuous improvement? We need reading and math specialists for lower and upper house. 	<ol style="list-style-type: none"> 1. How is new staff supported? Need a mentor program with monthly meetings possibly a stipend involved. 2. How are we using data to determine professional development for staff? During PLC we look at data to form intervention groups 3. How are collective and individual decisions regarding professional development determined? Based on data, TTESS area of need, common assessment, BEM , teacher concerns.

<p>Campus and District Initiatives Quillin, Tabor, Aguirre, Perez, Patty, Campa</p>	<ol style="list-style-type: none"> 1. Attendance - Met/exceeded state levels 2. Reading- consistent use of I-Station and positive growth toward Tier 1 3. Math- consistent use of TTM 4. Writing - scores above state average 5. EL Reading - 5th grade reading scores, also collaboration between general classes and bilingual classes 6. Special Education - co teaching 	<ol style="list-style-type: none"> 1. Attendance - Monday and Friday attendance 2. Reading - what to do with Lexile? 3. Math - TTM “clickers” 4. Writing - few kids in advanced 5. EL Reading - Bilingual 6. Special Education - removal of multiplication charts. 	<ol style="list-style-type: none"> 1. Attendance - Monday and Friday attendance 2. Reading - Lexile training 3. Math - TTM - Passing more lessons on grade level 4. Writing - professional development 5. EL Reading - more funding for bilingual tutors 6. Special Education - co teach training.
<p>Curriculum, Instruction, & Assessment Natal, Barnes, Huron, Collins, Plate, Surgi</p>	<ul style="list-style-type: none"> ▪ Utilized Content Resources and consultants to promote the fidelity to the curriculum and instructional practices for all teachers. ▪ Use of data to drive decision making for student needs. ▪ Use Instructional Coach to model teach lessons for all teachers. 	<ol style="list-style-type: none"> 1. Understanding of instructional delivery with curriculum with new teachers. 2. Need for teachers to be able to work together on curriculum, instructions, and discuss students (both vertically and horizontally.) 3. Feedback for monitoring of instruction for all contents by teacher leaders, administration, and coordinators. 4. Need for monitoring, at each grade level, on each content to ensure students are achieving established standards periodically (common assessments and performance based assessments). 5. Need for teachers to be able to work together on curriculum, instructions, and discuss students (both vertically and horizontally.) 	<ul style="list-style-type: none"> ▪ Monitor and assess teacher instruction on curriculum and with lesson delivery by providing feedback on instruction. ▪ Increase opportunities for teachers to observe one another, collaborate, and reflect with each other, to create a professional learning community. ▪ Maintain grade level teams using PLCs for campus initiatives. ▪ Train and utilize common assessments monthly or by units to determine if interventions are needed for students and/or teachers.

<p>Family and Community Involvement Matsuzaki, Gonzalez, P Garza, Rice, Mathis, L Smith</p>	<ol style="list-style-type: none"> 1. Student and faculty attendance is strong due to incentive programs and warm school climate. 2. Tutoring students before and after school supports student learning and brings parents into our school. 3. Student Council encourages parent involvement with our food drive, our school dances, Sock drive, Pennies for Patients, toy drive, and Elf Louise at Christmas. 4. Teachers provide excellent communication with parents through conferences, texts, and phone calls. 5. School climate is positive and supportive of our students. 6. Community members participate in our science fair judging to support student learning. 	<ol style="list-style-type: none"> 1. Attract students to events to bring in our parents. 2. Promote our events by advertising on our marquis and sharing ideas to entice our students. 3. Provide high interest and high quality activities to our students to draw them in. 4. Present our school activities in a warm and welcoming manner so our parents will welcome and included in our events. 5. Provide programming for our special populations (i.e. bilingual, STAAR awareness, and English learners) 6. Focus on a few parent events and do them well. 7. Faculty needs information about how our parental involvement monies can be spent. 8. Invite community members to share their knowledge about careers and academic content. 	<ol style="list-style-type: none"> 1. Advertise and promote our campus activities through displays on our marquis and sharing engaging activities with our students prior to the event. 2. Spend time planning and preparing for our campus family events to encourage attendance.
<p>School Context and Organization Fullmer, Silva, Comparini, Storlie, Sosa</p>	<ol style="list-style-type: none"> 1. Developed Organizational Leadership team to meet the daily, safety, and routine systems of the campus. 2. All instructional core content classes are less than the state maximum (22/25) for each class. 3. 4 rotations are included in the schedule for 	<ol style="list-style-type: none"> 1. Community and Parent incentives needed for involvement in campus activities. 2. Need more representation for BCE a the district level and community organizations. 3. Need to build capacity in all staff members to lead committees to hold leadership roles at the campus/district level. 	<ol style="list-style-type: none"> 1. Provide supplemental resources upon request for all grade levels. 2. Provide opportunities and encouragement to build capacity for leadership to all members of the staff. 3. Assist in the development of a survey to monitor students, parents, and community perceptions of the school.

	<p>students (PE, Fine Arts, TLC & STEM)</p> <ol style="list-style-type: none"> 4. Leadership team discusses policies and initiatives with grade levels prior to decisions being made that affect all classes. 5. Teachers are allowed to create their own progress monitoring assessments. 6. Supplemental resources are made available upon request for 3rd-5th grades. 	<ol style="list-style-type: none"> 4. Supplemental resources need to be available upon request for all grade levels including K-2nd. 	<ol style="list-style-type: none"> 4. Provide community and parent incentives for involvement in campus activities.
<p>Technology Kinsey, J Jones, Schneider, Galvan, Nichols</p>	<ol style="list-style-type: none"> 1. 1:1 technology for all students 2. Infrastructure that allows to connectivity web 4. Every classroom has a mounted projector, laptop, document camera, and most have an interactive whiteboard 5. Staff has received PD regarding some Gradebook and Google. 6. Using technology in STEM, some individual teachers are using Google Classroom. Some 	<ol style="list-style-type: none"> 1. More campus based staff development in Google Docs., Classroom, how to create lessons for the Interactive Smartboard 2. Reserve for equipment for when new come in, equipment does not work, or devices get broken 	<ol style="list-style-type: none"> 1. More campus based staff development in Google Docs., Classroom, how to create lessons for the Interactive Smartboard 2. Reserve for equipment for when new come in, equipment does not work, or devices get broken

	<p>teachers are using FlashCards Apps.</p> <ol style="list-style-type: none">7. Many components of the curriculum is web based or has internet support. Some teachers are using Google Classroom to assign work and issues assessments.8. The proficiency for the staff is about average. The proficiency above average.		
--	---	--	--

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.