

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2017-2018 – BOB HOPE ELEMENTARY SCHOOL

Data Sources Reviewed: <ul style="list-style-type: none"> ● Txeis ● Eduphoria/ Aware ● At-Risk Data ● Attendance Reports ● STAAR data 		<ul style="list-style-type: none"> ● TTM Reports ● Istation ● ASCD Campus Survey ● Campus Report Card ● TAPR 	
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?
1. Demographics:	<p>Economically Disadvantaged students make up the vast majority of the student population.</p> <p>100% of ELL students are taught in Bilingual classrooms by Bilingual certified teachers.</p> <p>100% of Special Education students receive inclusion support from a dedicated Inclusion teacher on campus.</p>	<p>Progress monitor the academic and social needs of new and returning students and be able to address needs through differentiation.</p> <p>Improved teaching practices in our bilingual classrooms and the use of appropriate bilingual resources for teachers to use.</p>	<p>Improving the practice of progress monitoring all students including Economically Disadvantaged, ELL and Special Education students and differentiating to meet students' needs.</p> <p>Recognizing and responding to social needs of all students including Economically Disadvantaged, ELL and Special Education students.</p> <p>Professional Development for differentiating and working with At-Risk students including Economically Disadvantaged, ELL and Special Education students. (SCE)</p>
2. Student Achievement	<p>Overall - Reading at 77% for the campus. Writing at 68% and Science at 88%.</p> <p>Missed Special</p>	<p>Reading scores in 5th grade went down from the previous year.</p> <p>Need professional development on new Reading TEKS as well as</p>	<p>Increased focus on planning, data analysis, instructional delivery and progress monitoring in ELAR, Math & Science at all grade levels.</p> <p>Reading Interventionist will continue to monitor</p>

	<p>Education-Reading Safeguard = 48%</p>	<p>differentiation, data analysis, planning and delivery of lessons.</p> <p>Need to better prepare students for K-5 classes and close gaps.</p>	<p>her specific group of students. (SCE)</p> <p>Academic/Instructional Coach will provide frequent training and modeling to teachers in the areas of data analysis, planning, instructional delivery and progress monitoring through PLCs. (TITLE1)</p> <p>Will use campus funds for the extended day tutoring program for teacher tutorial pay and snacks. (SCE, TITLE1)</p> <p>On-line programs/ Apps that meet student needs for tutoring and differentiated instruction. (SCE)</p> <p>Instructional materials to be used by students in class, tutoring and for differentiated instruction. (SCE)</p> <p>Full day Monolingual and Bilingual Pre-K classes to prepare students for Kindergarten.</p>
<p>3. School Culture and Climate</p>	<p>100% of teachers represented on at least one campus committee. Committees include all four core subjects as well as the following: Social, Safety, Rtl, Lead4ward, Parental, Student Attendance, Spelling Bee, AAA, United Way GT and Sunshine. Teachers have input in campus decision making through grade level/content leads. Leadership team meets monthly at 4:05 PM to discuss solutions to</p>	<p>Continue to increase the quality of student and community relationships in order to build trust in the community.</p> <p>Continue to stress the importance of Leadership Characteristics</p> <p>Improve attendance and STAAR test scores through character development programs on campus.</p> <p>Need for a school wide discipline management and response system</p>	<p>Will purchase materials to increase communication with parents and students at after school campus events such as Math Night, Science Night, etc.</p> <p>Will implement a discipline management system K-5.</p>

	<p>campus concerns.</p> <p>20% increased parental involvement through core content expos such as Math Night, Science Night, etc.</p> <p>Student assemblies celebrating Leadership skills and attendance.</p> <p>Leadership student program teaches leadership.</p> <p>Customer service stressed for all front office staff including having at least one person in the front office that speaks Spanish at all times.</p>		
4. Staff Quality/ Professional Development	<p>100% of new teachers went through the district's New Teacher Training and Development this summer.</p> <p>100% of teachers developed goals at the beginning of the school year in accordance with T-TESS.</p> <p>PLCs implemented for all grade levels once a week.</p>	<p>Focus on data-driven discussions for Math, Reading & Science at all grade levels.</p> <p>Increased effectiveness at progress monitoring, lesson planning and instructional delivery across all content areas.</p> <p>Professional development that coincides with teacher's goals developed for T-TESS as well as classroom management.</p> <p>Continue to conduct PLCs on a weekly basis with a focus on data analysis progress monitoring, lesson planning and instructional delivery.</p>	<p>Will hire as many new staff members as possible during the current school year as opposed to hiring over the summer.</p> <p>Will continue to hold PLCs on a weekly basis stressing progress monitoring, data analysis, lesson planning and instructional delivery across all content areas.</p> <p>Provide content based PD to the Academic Coach so that she can better serve teachers in all content areas.</p> <p>Provide PD to Primary teachers to increase rigor through journaling</p> <p>Provide TEKS breakdown PD to all teachers on campus</p>
5. Curriculum, Instruction, Assessment	<p>Have already seen an improvement in progress monitoring and its use in the</p>	<p>Continued increase in reading fluency at all grade levels.</p> <p>Academic Coach needs additional PD</p>	<p>Purchase instructional materials that are aligned to TEKS.</p> <p>Provide content based PD to the Academic Coach</p>

	<p>RtI process. Improved progress monitoring has also yielded improved planning for instruction and intervention. Common assessments entered into Aware so that classes can be analyzed.</p>	<p>in content areas to better serve all content teachers. Gain a better understanding of the new Reading TEKS. Consistently use instructional materials that are aligned to TEKS such as Envisions and Motivation Math. Continue to improve in all aspects of progress monitoring, data analysis, lesson planning and instructional delivery. Focus on Primary Readiness by providing PD to teachers.</p>	<p>so that she can better serve teachers in all content areas. Provide professional development for teachers to gain a better understanding of the new Reading TEKS. Purchase materials for teachers to use to increase reading fluency at all grade levels. Hire tutors for Reading and Math Purchase research based fluency materials for students.</p>
<p>6. Family and Community Involvement</p>	<p>Increased parental involvement through core content expos such as Math Night, Science Night, etc. Student assemblies celebrating Leadership skills and attendance scheduled throughout the year. Leadership characteristics stressed throughout the school including in classrooms. World Changers student program teaches leadership. Customer service stressed for all front office staff including having at least one person in the front office that speaks Spanish at all times. School Festivals continue to grow.</p>	<p>Increase in parental involvement in student academics through Report Card Roundups, Content Nights, Community Recycling etc.</p>	<p>Will purchase necessary materials to increase communication with parents and students at after school campus events such as Reading Literacy Night, Math Night, Science Night, etc.</p>

	<p>Parent involvement meetings for GT program.</p> <p>AAA program on campus</p> <p>Science Fair will continue to grow</p> <p>NCLB Title 1 Presentation</p> <p>PTA is active on campus and 100% of the campus teachers joined.</p>		
7. School Context and Organization	<p>Campus Leadership Team meets monthly after school.</p> <p>Academic Coach conducts PLCs on a weekly basis.</p> <p>Grade level meetings occur on a weekly basis.</p> <p>Content meetings meet on a monthly basis.</p> <p>Committee meetings meet on a monthly basis.</p>	<p>Frequent and consistent walkthroughs and follow-up that are consistent with T-TESS.</p> <p>Continue to utilize PLCs as a means to increase teacher understanding of progress monitoring, data analysis, lesson planning and instructional delivery.</p> <p>Establish a procedure for allowing teachers more time to plan on a consistent basis throughout the year.</p>	<p>Provide substitutes for teacher collaboration efforts.</p> <p>Purchase materials to make PLC more effective.</p>
8. Technology	<p>Technology Facilitator actively assists teachers with technology issues on campus.</p> <p>All teachers have a laptop and iPad to work with.</p> <p>Student iPads are at a ratio of 1:1.</p>	<p>Technology facilitator needs additional training on new technology programs that the district is implementing such as Google Classroom.</p> <p>Some computers in classrooms across the school are outdated and insufficient to run modern programs.</p>	<p>Purchase new computers to replace outdated computers in existing computer labs and classrooms</p> <p>Continue to purchase new projectors and accessories (such as bulbs, smartboard pens and wireless dongles) to replace items throughout the school as needed.</p> <p>Send Technology Facilitator and DLT members to PD.</p>