

Elm Creek Elementary Campus Needs Assessment

2017-2018



Campus Mission Statement: Empower students to be independent learners, provide a learning climate which supports and promotes learning through the development of self-esteem, character and creativity, develop partnerships with community organizations, universities, parents and other family members in order to expand the intellectual and emotional support for student learning.

Campus Vision Statement: Our independent thinkers and learners will leave our diverse multi-cultural campus with a passion for lifelong learning and the desire to become productive members of our society.

Updated 5/17/17

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: 2017-2018

Data Sources Reviewed:			
<ul style="list-style-type: none"> • TPRI & Tejas Lee –Tango Reports • TxEIS (Registration) 		<ul style="list-style-type: none"> • STAAR Results • Historical retention reports • Eduphoria and AWARE data 	<ul style="list-style-type: none"> • Surveys (campus and parental) • STAAR Chart and technology Inventory • Honor Roll reports • Grade reports
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?
Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Demographics	<p>2016-17: Number of identified GT students is 90 as compared to 62 in 2015-16</p> <p>Special Ed students that passed all subjects in grades 3-5 increased from 41% in 2015 to 52% in 2016</p> <p>ELL- All grades/ All subjects percentage increased from 79% in 2015 to 84% in 2016</p>	<p>Based on 2016 STAAR scores, percentage passing rate for special education student in reading:</p> <ul style="list-style-type: none"> • 50% of 3rd • 46% of 4th • ---- <p>All grades/All subjects – Percentage passing decreased from 84% in 2015 to 82% in 2016.</p>	<p>Develop a tutorial assistance/program for primary intervention to assist students prior to retention and review the RTI process for primary students</p> <p>Develop a 4 year plan for students who have been retained to ensure growth is measured and student is on track to graduate on a recommended diploma.</p> <p>Focus on small-group instruction targeting special education students in order to meet their specific needs or weaknesses in reading and writing.</p>
Student Achievement	<p>STAAR 2016 Third grade: 82% of females met standards in Reading. 94% of GT students met standards in Reading, and 100% GT met advance</p>	<p>STAAR 2016Third grade: only 60 % of SPED students passed reading, only 43% of SPED students passed math.</p>	<p>Grade levels will conduct PLCs periodically to disaggregate data, unpack TEKS, identify areas of strengths and weaknesses, evaluate and monitor SPED students’ academic progress,</p>

	<p>level in Math.</p> <p>STAAR 2016 Fourth grade: 100 % of GT students received commended in Reading, 88 % of LEP students met standards in Reading, and 88% LEP met standards in Math and 100% GT received commended. 82% At-Risk met standards in Math.</p> <p>STAAR 2016 Fifth grade: 92% of LEP students passed reading, 100 % of LEP students passed math. 96% of LEP passed Science.</p>	<p>STAAR 2016 Fourth grade: only 50% of SPED students passed reading, only 25% of SPED students passed writing, 31% of students scored below a total of 4. Only 3 out 12 SE students passed writing.</p> <p>STAAR 2016 Fifth grade: At- Risk population was 13% below our passing scoring in Reading. There was an 11 point gap between Hispanic (93%) and White students (82%) in Math.</p>	<p>and utilize data to drive instruction. PLCs will also focus on SPED students' academic achievement by sharing teachers' best practices.</p>
<p>School Culture and Climate</p>	<p>According to 2016-2017 survey: 82% of the teachers feel involved in making important decisions at the campus level.</p> <p>Data from the school wide survey indicates that 91% of the teachers feel they have informal opportunities to influence what happens on this campus.</p> <p>Data from the school wide survey indicated that 100% of the teachers feel that this school has well defined learning expectations for all students attending this school.</p>	<p>According to Anti- Harassment Anti-Bullying Survey, we ranked third in the district for students feeling unsafe at school, 61.5% felt safe at the restrooms, only 67.6% feel safe at the playground.</p>	<p>Increase number of guidance lessons focusing on the meaning of bullying, how to recognize it, and who students can talk to.</p> <p>Promote student-created anti-bullying material to post throughout the school.</p> <p>Continue with the Leader In Me principles taught through the grade levels and during guidance.</p>

<p>Staff Quality/ Professional Development</p>	<p>SIOP Training - 100% of all bilingual teachers were trained in SIOP</p> <p>GT Training – 100% of teachers are up-to-date on GT training</p> <p>ELPS Training- 100% of teacher are trained in ELPS</p> <p>Imagine It! Training - 100% of new teachers were trained on the implementation of the curriculum</p> <p>Everyday Math - 100% of new teachers were trained on the implementation of curriculum</p> <p>TTESS Training – 100% of teachers were trained on the new teacher evaluation system.</p>	<p>Teachers need to attend training in the writing process, and how to integrate expository writing within the content of all subject areas.</p> <p>Need to focus on fluency in all grade levels and how to accelerate students who are challenged with grapho-phonemic awareness and decoding skills in upper grades.</p> <p>Need RTI assistance and intervention strategies in reading and math, behavior, and motivation for students in Tier 1 to prevent them from sliding into Tier 2.</p> <p>New teacher need training in ELPS, SIOP, and ESL to better understand and work with ELL and ELL denial students.</p>	<p>Ensure all teachers receive training on eSped and T-TESS.</p> <p>Training on the core curriculum will be necessary for all grades, within the context of their newly created teams, and additional subject area training may be needed to master the subject content and/or TEKS.</p> <p>All teachers will need SIOP and new teachers need ELPS training to better understand and work with their LEP denial students.</p> <p>All new teachers need GT training and returning teachers need 6 hours of renewal training.</p> <p>Continued training in all areas mentioned above should be as requested or needed.</p>
<p>Curriculum, Instruction, Assessment</p>	<p>Based on 2016 STAAR data:</p> <p>In 4th and 5th, 16 points and 27 points above state avg. Met or Exceeded progress in reading and math, respectively (76% in reading and 80% in math)</p> <p>5 points and 12 points above state avg. met Postsecondary Readiness</p>	<p>Based on 2016 STAAR data:</p> <p>In 4th grade writing, 14 point decrease in students who met standards</p> <p>In science, 6 points below state avg. at Advanced standard and 7 points below state avg. at Postsecondary Readiness</p> <p>In 3rd grade reading, 8 point decrease in Met Standards from 2015</p>	<p>Provide opportunities for professional development from Education Service Center to target campus and individual teacher’s areas of needs. (i.e., TEKS).</p> <p>Continue to monitor and analyze reading, math, writing and science student data and progress through district benchmarks, common assessments and to determine strengths and weaknesses and create small groups.</p>

	<p>Standards in writing and math, respectively (46% in writing and 55% in math)</p> <p>In 4th grade reading, 17 point increase of ELs met standards from 2015</p> <p>In 5th grade math, 96% of ELs met standards on 1st administration</p> <p>Instruction focuses on critical skills, such as critical thinking and problem solving, to prepare students for the 21st century.</p> <p>Assessment is aligned to curriculum, and various measures of assessment are utilized to make informed decisions about instruction.</p>	<p>Only 50% of SE students Met Standards in 3rd grade reading and 46% in 4th grade reading</p>	<p>Utilize various forms of assessment data to differentiate instruction for special education students; Teachers will meet their specific needs or weaknesses through RTI small groups.</p> <p>Teachers need to attend training in the writing process, i.e. ABYDOS Institute in order to integrate various forms of writing across contents. Continue BOY, MOY, EOY lateral scoring program to ensure vertical alignment of writing process development</p> <p>STEM certified teacher will facilitate awareness of technology while supporting science and math .</p> <p>Academic coach will provide instructional delivery , TEKS understanding, classroom guidance , model lessons, assist with planning, provide support for interventions , and lead data analysis discussions throughout the school year based on need.</p> <p>Teacher will use research – based programs and activities to implement RTI interventions and strategies, i.e. iStation, supplemented such as Florida Center for Reading Research.</p>
<p>Family and Community Involvement</p>	<p>Grade levels provide weekly newsletters.</p> <p>Our parental involvement activities increased by 50% from 2016-2017.</p> <p>Parental Involvement Committee provides content area information nights such as Math Night, Reading Night, STEM Night, and Science Fair Idea Night.</p>	<p>Information on flyers should be in Spanish and English for all parents to understand.</p> <p>Information regarding community events is not presented to staff and families in a timely manner to maximize participation.</p> <p>There is a small percentage of staff involved in community events.</p>	<p>Create a list of all local resources available for the campus, District and community and make it available In Spanish and English.</p> <p>Parental Involvement Committee will create a calendar for community and school events to help faculty and families plan participation at all events.</p>

	<p>Our campus hosts Meet the Teacher Night, Open House, Fall Festival, Art Show. In addition we host GED and ESL courses for community members. The Academic Readiness Coach supports students, families, and teachers.</p>	<p>70% of families feel the school consistently invites parents and the community to learn how to assist their student to be academically successful.</p>	
<p>School Context and Organization</p>	<p>67% of parents feel that students and parents consistently have access to high school completion or graduation.</p> <p>55% believe the school consistently offers effective and timely assistance for struggling students.</p>	<p>Only 60% of parents indicated that their children consistently learn about health and have enough time for physical activity while at school.</p>	<p>Inform parents of daily morning exercise time in addition to two weekly physical education periods, and daily recess.</p> <p>Encourage teachers to motivate student movement in class throughout school days, increase brain breaks, and total physical response activities.</p>
<p>Technology</p>	<p>Data from the STAAR chart (2016-2017):</p> <ul style="list-style-type: none"> • Using Technology to communicate with parents • Basic technical difficulty resolution • Internet Access 	<p>Based upon the data from the Texas Teacher School Technology and Readiness (STAAR) chart (2016-2017) the following areas were given a developing rating:</p> <ul style="list-style-type: none"> • Instruction and Integration practices • Student mastery of the TEKS • Technical support time • Student technology use and access at home 	<p>All staff, including leadership, needs more professional development and training in instructional technology, Google Drive, and how to seamlessly integrated technology into the newly updated curriculums, and elective course.</p>

School wide 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.