

Campus Needs Assessment 2016-2017

Draft Revised 10.24.2016

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.

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Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2016-2016

Data Sources Reviewed:			
<ul style="list-style-type: none"> • Campus Student/Teacher Surveys • Activity/Training Sign-in Sheets • Activity/Training Evaluations & Data • Student Success Trends (AWARE Data / Lead4ward) • AEIS Report, AYP Report • State Accountability • TELPAS, STAAR data • Student Retention data • Special Program data • Professional development logs 			
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 <ul style="list-style-type: none"> • Hispanic 96% • 965 Total students • Dyslexia (66) 	<ol style="list-style-type: none"> 1. Average class size is 24 students per class, which is lower than the district average of 28 students per class. 2. Annual drop-out rate of 0.3%. 3. Increase of GT Identified students from 47 to 60 to 66 which is 6.8%. 	<ol style="list-style-type: none"> 1. 191 students have been retained at least once prior to middle school 2. 11 students are over-aged (2 years outside of their age range) 3. Special Education population is 14.4% which is above the district average. 4. 19.2% mobility rate, which increased from last year. 5. About 50% of students are at-risk (as of 9/18/1). 6. 10 students identified as McKinney Vento (track 3). 	<ol style="list-style-type: none"> 1. Provide opportunities for over-aged students to attain high schools credits or participate in a flex program to at SWA. 2. Provide opportunities for all students in cooperation with the high school for students to earn high school credits for acceleration.

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Student Achievement	<ol style="list-style-type: none"> 1. Number of students passing 8th Grade STAAR Reading assessment on the first administration has increased to 200 2. Number of students passing 8th Grade STAAR Math assessment 3. Early tutorials have led to increase performance for students across sub-pops. 4. Accessibility to tutorial services had led to an increase attendance in tutoring. 5. Met State Accountability for Index 1 (I1)& index 2 (I2) <ul style="list-style-type: none"> – I1 Target 50 Campus 52 – I2 Target 29 Campus 30 	<ol style="list-style-type: none"> 1. Missed Target Standards in Index 3 for state accountability. <ul style="list-style-type: none"> – Target 55 Campus 50 2. Missed STAAR Reading Systems Safeguards – Special Ed, ELL 3. Missed STAAR Math Systems Safeguards- Special Ed, ELL 4. Missed STAAR Writing Systems Safeguards – Special Ed, ELL 5. Missed STAAR Science Systems Safeguards – All Students, Hispanics, Eco Dis, Special Ed 6. Missed STAAR Social Studies Safeguards – All Students, Hispanics, Eco Dis, Special Ed 7. STAAR Scores did NOT meet state or federal standards in all subject areas. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2013 M</th> </tr> </thead> <tbody> <tr> <td>6th Math</td> <td>139 (46%)</td> <td>197 (64%)</td> <td>8/12 (67%)</td> </tr> <tr> <td>6th Reading</td> <td>110 (36%)</td> <td>155 (50%)</td> <td>5/9 (56%)</td> </tr> <tr> <td>7th Math</td> <td>176 (54%)</td> <td>171 (53%)</td> <td>13/19 (68%)</td> </tr> <tr> <td>7th Reading</td> <td>126 (38%)</td> <td>112 (35%)</td> <td>12/19 (63%)</td> </tr> <tr> <td>7th Writing</td> <td>148 (45%)</td> <td>141 (44%)</td> <td>15/18 (83%)</td> </tr> <tr> <td>8th Math</td> <td>138 (71%)</td> <td>128 (58%)</td> <td>8/9 (89%)</td> </tr> <tr> <td>8th Reading</td> <td>81 (31%)</td> <td>82 (27%)</td> <td>6/6 (100%)</td> </tr> <tr> <td>8th Science</td> <td>150 (57%)</td> <td>178 (58%)</td> <td>6/6 (100%)</td> </tr> <tr> <td>8th S.Studies</td> <td>184</td> <td>223</td> <td>5/6</td> </tr> </tbody> </table>		2012	2013	2013 M	6 th Math	139 (46%)	197 (64%)	8/12 (67%)	6 th Reading	110 (36%)	155 (50%)	5/9 (56%)	7 th Math	176 (54%)	171 (53%)	13/19 (68%)	7 th Reading	126 (38%)	112 (35%)	12/19 (63%)	7 th Writing	148 (45%)	141 (44%)	15/18 (83%)	8 th Math	138 (71%)	128 (58%)	8/9 (89%)	8 th Reading	81 (31%)	82 (27%)	6/6 (100%)	8 th Science	150 (57%)	178 (58%)	6/6 (100%)	8 th S.Studies	184	223	5/6	<ol style="list-style-type: none"> 1. Develop a Mentoring Program for at-risk students (meeting indexes 3 & 4). 2. Develop PGP for over-age students which incorporate advanced level classes to be eligible to earn high school credits in 8th grade. 3. Train teachers to analyze student data, including common assessments and benchmarks using Lead4ward strategies, such as data mapping and TEKS focus selection processes to more effectively drive instruction towards meeting student expectations and progress. 4. Curriculum, resources and training will be provided to assist teachers in making timely decisions regarding student achievement. 5. Purchase and utilize specific curriculum and resources for STAAR Reading and STAAR Math classes, SSI Tutoring for Tier 3 and tutorial services. Coordinate student data, teacher strengths, and flexible tutoring times.
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		<p>8. TMSFA data indicates that the average fluency for each grade level is below the state standards and interferes with student achievement.</p> <ul style="list-style-type: none"> – 6th grade – 7th grade – 8th grade <p>9. TELPAS scores are inconsistent:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center;">Comp. Rating 2012</th> <th style="width: 35%; text-align: center;">Comp. Rating 2013</th> </tr> </thead> <tbody> <tr> <td>6th Grade</td> <td style="text-align: center;">75.21%</td> <td style="text-align: center;">72.54%</td> </tr> <tr> <td>7th Grade</td> <td style="text-align: center;">71%</td> <td style="text-align: center;">74.79%</td> </tr> <tr> <td>8th Grade</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">84%</td> </tr> </tbody> </table> <p>10. RTI system is inconsistent within departments and grade levels; therefore the campus has not established procedures and meeting times to promote interventions by student needs.</p>		Comp. Rating 2012	Comp. Rating 2013	6th Grade	75.21%	72.54%	7th Grade	71%	74.79%	8th Grade	N/A	84%	
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School Culture and Climate	<ol style="list-style-type: none"> 1. Students and faculty acknowledge that students feel a sense of belonging to the school. 2. Students and teachers feel safe at school and discipline referrals indicate that behavior has improved compared to this point last year. 3. Students are more academically responsible as compared to this point last year (requesting tutoring, coming prepared, carry SpringBoard books) 4. Students and faculty acknowledge the school is welcoming and teachers care about students. 5. Students feel positive that they have friends at school and want to be present on campus. 	<ol style="list-style-type: none"> 1. Students and teachers indicate that a lack of respect from student to students and student to staff should be addressed. 2. Students and teachers indicate that a positive attitude about school is not universal throughout the school. 3. Students state that they wish to be more challenged by classroom, instruction and homework. 4. Students feel that discipline is not consistent throughout the campus. 	<ol style="list-style-type: none"> 1. Character education program will be implemented throughout the campus in all classrooms. This program shall include lessons, activities, and promote the SWISD core values. Students will also be honored and awarded for their character and representing the core values on campus (Awards Assemblies). 2. Counseling Department will implement "Caught Doing Good" incentive program. 3. Content rigor will be steadily increased in all core content areas. 6th grade teachers will be Pre-AP trained and new scope/ sequence will be created to meet a higher standard of academic performance. Training, curriculum, resources, and support will need to be purchased to assist in the remodeling to a more rigorous standard. 4. 100% of teaching staff GT Trained 5. TSPS GT Project will be facilitated through RELA courses 6. Pre-AP GT will be implemented 7. Aim to Grow the Brain Strategies will be incorporated into the Pre-AP RELA courses.
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			8. Campus Discipline Plan will be adopted and implemented throughout the campus.
Staff Quality/ Professional Development	<ol style="list-style-type: none"> 1. Teacher qualifications and certifications meet the definition of Highly Qualified when hired and assigned teaching position. 2. Pre-AP training was attended in Summer by teachers in the area of Math, RELA and Science. 3. 5 out of 10 Math teachers attended CAMT training during the summer 4. All 6th teachers attended Leader in Me Training 5. Content Leaders attended the Administrative Retreat during the summer 6. RELA teachers were represented at the district level curriculum writing workshops 7. Social Studies teachers were represented at the district level curriculum writing workshops 	<ol style="list-style-type: none"> 1. Train all core staff in area of GT. 2. Pre-AP classes need to differentiate from the general core class instruction. 3. Teachers need to focus on English Language Proficiency Standards. 4. TEKS correlation to national standards used in SpringBoard and TCI 	<ol style="list-style-type: none"> 1. Incentives and motivation will be used to increase attendance (Toyota car giveaway) 2. Redesign the mentor teacher program to include opportunities for mentor teacher classroom visits, discipline training, implementing the content curriculum, and working on personal growth. 3. Feedback will be readily available to all teachers in regards to instructions, discipline, classroom management, and professionalism. 4. Administrators will adhere to assigned walk-through schedules and provide timely feedback. Mentor teachers will provide feedback and support to new teacher during the first weeks of school. 5. Content leaders will observe and coach teachers in their contents.

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Curriculum, Instruction, Assessment	<ol style="list-style-type: none"> 1. New ways to assess students using common assessments were utilized across the contents. – Objectives now entered into AWARE for analysis 2. IStation has been implemented for all STAAR Reading Students 3. Think Through Math has been implemented for all STAAR Math Students 4. Tutoring program was supported throughout the campus. 5. Resources available for teachers to develop instruction and analyze assessments. 	<ol style="list-style-type: none"> 1. Need of curriculum aligned with TEKS standards to master grade level content at the College Readiness level. 2. Student assessments do not align with lessons or STAAR readiness standards. 3. Teachers at the initial stages of implementing 21st Century instructional strategies and incorporating technology to support instructional delivery. 4. Student engagement is not consistent among teachers and courses. 	<ol style="list-style-type: none"> 1. Select and receive professional development on TEKS aligned curriculum. New curriculum will need to be selected and implemented consistently throughout the campus. Resources and trainers will need to assist with the implementation model and additional professional development as needed. 2. Training will be needed to analyze data for adjusting instruction and practices to meet specific needs for students and classes. (Heat map utilization) 3. Utilization of more interactive participation techniques and tools will increase student engagement. Consistent monitoring of technology implementation must occur by administration, teacher leaders, and content specialists. 4. COWS will be assigned to grade level RELA and Math departments

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			to implement IStation and Think Through Math
Family and Community Involvement	<ol style="list-style-type: none"> 1. Services, resources, and programs are in place for various social services to meet the needs of the campus population. 2. A wide variety of services are available and accessible within a timely manner. 3. Identified needs of students, parents and community members are addressed annually. 4. 100% of MCA Faculty and Staff are members of the PTA 	<ol style="list-style-type: none"> 1. Services are not utilized by all parents who qualify for social services. 2. Based on teacher/student surveys, staff members are not knowledgeable in social services available (qualifications/restrictions) through campus/ community; therefore do not promote usage. 3. Not consistent level of parental involvement in the PTA 	<ol style="list-style-type: none"> 1. Provide more recognition opportunities, student feedback to parents and parental involvement activities during non-traditional school times for parents. Personalize student awards and acknowledge parents for participation. Recognize students through postcards for positive behaviors. 2. Campus plan for administering/ facilitating social services on days where the social worker is not present must be developed and implemented. 3. Mailings will be used to inform parents and the community of social services available and provide information concerning new local services available. Then training on these services will be given to all staff members.

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School Context and Organization	<ol style="list-style-type: none"> 1. Teachers indicate collaboration is utilized to meet student needs. 2. Communication for faculty and staff has improved through the use of First Class and Content PLC's and Teach Like A Champion PLC. 3. Teachers feel a part of the goal setting process and goals are attainable for campus. 	<ol style="list-style-type: none"> 1. Need for more communication with all other (parents, community) stakeholders. 2. Need to "standardized" method for re-delivery information from committee, department, and leadership meetings. 3. Need to involve more community stakeholders in the decision making process. 	<ol style="list-style-type: none"> 1. Develop resources for delivering information to parents about school related events and activities. Utilize internet, social media, telephone callout system, marquee and mailings to keep parents aware of campus meetings/events and request their participation in the decision-making process. 2. Develop a timeline and system for all committees, departments, and leadership team meetings information to be shared openly with entire faculty and stakeholders. Utilize First Class, campus website, Remind 101 and other avenues for posting and reporting team minutes and findings. 3. Invite several businesses, institutes of higher learning and SWISD Senior Staff and additional parents

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			to the leadership team meetings for participation in the decision making process. Develop a partnership with local community stakeholders.
Technology	<ol style="list-style-type: none"> 1. Every teacher has a laptop computer 2. Every teacher has an iPad 3. Smartboard in every Core Content area classroom 4. Computers on Wheels (COWS) and iPad carts available for teacher checkout 5. Steady growth in teacher proficiency on the STAR chart assessment. 6. Elmos are available for teacher checkout 	<ol style="list-style-type: none"> 1. Only 20% of 8th grade students passed TA TEKS assessment on basic technology knowledge and usage (this is a growth of 11% from 2010-2011). 2. Teachers at the Developing Tech or lower levels have not shown adequate growth annually. 3. Campus-wide technology resources need to be upgraded in order to ensure equity at all middle schools in Southwest ISD. 	<ol style="list-style-type: none"> 1. Technology Application and Creative Lab classes will provide instruction and opportunities for students to develop and strengthen their 21st Century skills. 2. Tech Facilitators will be given the opportunity to provide additional training to staff as new technology is available, and assist in the integration of 21st Century learner skills into effective lesson designs.

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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. Schoolwide 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 schoolwide 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 literacy 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.