



# Sun Valley Elementary

## Campus Needs Assessment

### 2016-2017



Mission:

***The Sun Valley community will work together to build strong educated leaders.***

Vision:

***We are LEADERS creating legacies***

2016-2017 Campus Improvement Team Members	
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Representative Title	Name
Principal	Veronica Cuenca-Wilson
Assistant Principal	Jay Battles
Academic Coach	Jessica Castillo
RELA K-2 Teacher Leader	Dana Ybarra
RELA 3-5 Teacher Leader	Kayla Gonzales
Mathematics K-2 Teacher Leader	Vanessa McDonald
Mathematics 3-5 Teacher Leader	Janice Smith
Science Teacher Leader	Kristy Pais
Social Studies Teacher Leader	Amanda Sullivan
SPED Teacher Leader	Donna Burell
ELL Representative	Rosalinda Alexander
Early Childhood Teacher Leader	Lori Verastegui
Technology Facilitator	Courtney Somerville
Academic Readiness Coach ARC	Monica McMorris
Counselor	Jack Murchison
Parent	Richard Carpio, Michelle Ybarra, Amanda Warren, Irene Alvarado

## **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**

<b>Data Sources Reviewed:</b> <ul style="list-style-type: none"> <li>• 2015 TPR Report</li> <li>• 2015 Accountability Summary</li> <li>• STAAR Results Data</li> <li>• Texas Primary Reading Inventory Summary Data</li> <li>• ISIP</li> <li>• TELPAS</li> <li>• Common Assessment/BEM Data</li> <li>• PEIMS Enrollment/Attendance Reports</li> <li>• PEIMS Discipline Report</li> <li>• Leadership Team Minutes</li> <li>• Eduphoria Professional Development Rosters</li> </ul>			
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?
<b>Demographics</b>	<b>Summary of Student demographics:</b> Enrollment: 666 students (avg) Afr. Amr.: 3.4 % Hisp.: 86.9 % White: 7.3% Eco. Disadvantaged: 78.2% ELL: 17.1% At- Risk: 75% Mobility Rate: 19.6% Sp. Ed.: 10.5% Gifted and Talented: 7.3%	The majority of students are economically disadvantaged and/or At-Risk. There is a need for providing more support both academically and emotionally through research based interventions for these students.  ELL students are performing below other populations.  Special Education students have a lower passing rate than non-LD peers.	The campus will analyze student data of those students at risk and provide necessary interventions through the campus' RTI process.  The campus will ensure appropriate interventions are being delivered by having regular RTI meetings. (Title I, SCE)  The campus will utilize the campus' Academic Coach for monitoring of identified at-risk students.
<b>Cont. of Demographics</b>	<b>Summary of Teacher Demographics:</b>		

	<p>Avg. # of students per Teacher: 1:14.9</p> <p>Years of Experience:</p> <ul style="list-style-type: none"> <li>1-5: 27.7 %</li> <li>6-10: 32.6%</li> <li>11-20: 35 %</li> <li>Over 20: 4.7%</li> </ul> <p><b>Summary of Demographics</b> <b>Strengths:</b> Mobility rate is high, and has increased by 1% from previous year. Gifted and Talented numbers have increased.</p>		<p>The campus will utilize the school Social Worker and the Parent Engagement Committee to provide a Parent Involvement program in which to provide parent trainings to parents. (SCE)</p>
<p><b>Student Achievement</b></p>	<p><b>Student Achievement Summary:</b> <b>TPRI, STAAR, EOY BEM Data:</b></p> <p><b>Kinder</b></p> <ul style="list-style-type: none"> <li>• EOY Istation: 60% @Tier 2/3</li> <li>• Dist. EOY RDG BEM-%</li> <li>• Dist. EOY Math BEM – %</li> </ul> <p><b>1st Grade</b></p> <ul style="list-style-type: none"> <li>• EOY Istation:45%@Tier 2/3</li> <li>• Dist. EOY RDG BEM-%</li> <li>• Dist. EOY Math BEM-%</li> </ul> <p><b>2<sup>nd</sup> grade</b></p> <ul style="list-style-type: none"> <li>• EOY Istation: 34%@Tier 2/3</li> <li>• Dist. EOY RDG BEM-%</li> <li>• Dist. EOY Math BEM – %</li> </ul> <p><b>STAAR 3<sup>rd</sup></b></p> <ul style="list-style-type: none"> <li>• EOY Istation-50%@Tier 2/3</li> <li>• STAAR Reading -57%</li> <li>• STAAR Math -59%</li> </ul> <p><b>STAAR 4<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• EOY Istation: 37%@Tier 2/3</li> <li>• STAAR Reading- 66%</li> <li>• STAAR Math- 72%</li> <li>• STAAR Writing -54%</li> </ul>	<p>After the thorough review of multiple data sources the CIT determined that the campus needs to focus on Reading, especially in grades K-2.</p> <p>The CIT also sees the need for a more comprehensive writing program that begins in Kindergarten and builds as the students’ progress through each grade level.</p> <p>The CIT sees the need to increase rigor in lower grades so that students are prepared for increased standards in STAAR grades.</p> <p>The CIT sees the need and importance for Early Literacy Instruction.</p> <p>The CIT sees the need and importance of STEM curriculum provided to all students including those at-risk.</p>	<p>The campus will increase reading fluency rates with targeted intervention and progress monitoring by teachers, Reading Specialist, and Academic Coach.(Title I)</p> <p>The campus will implement a comprehensive curriculum in reading, mathematics, science and social studies, based in inquiry.</p> <p>The campus will conduct an in-depth analysis to determine which Readiness and Supporting standards are not being taught well. Target instruction to those standards.</p> <p>The campus will provide professional development for teachers in strategies for TEKS Unpacking, Writing, Formulating Objectives, Planning with Purpose questioning strategies, critical thinking, and student engagement/motivation. (Title I, SCE)</p> <p>The campus will implement a comprehensive Writing supplemental curriculum for all grade</p>

	<p><b>STAAR 5<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• EOY Istation: 36%@Tier 2/3</li> <li>• STAAR Reading 81-%</li> <li>• STAAR Math - 92%</li> <li>• STAAR Science -78%</li> </ul> <p><b>Overall STAAR (All grades)</b></p> <ul style="list-style-type: none"> <li>• STAAR Reading-68%</li> <li>• STAAR Math-75%</li> <li>• STAAR Writing-54%</li> <li>• STAAR Science-78%</li> </ul> <p><b>Student Achievement Strengths:</b> There is an upward trend on state assessments in grades 4<sup>th</sup> and 5<sup>th</sup>.</p>		<p>levels, with defined writing goals for each grade level.</p> <p>The campus will provide afterschool targeted afterschool tutoring for at-risk students. (SCE)</p> <p>The campus will increase Reading scores with the support from Reading Specialist, and Academic Coach. (SCE)</p> <p>The campus will provide an additional full day Pre-K classroom for the 2016-2017 school year.</p> <p>The campus will provide a dedicated teacher for STEM instruction.</p>
<p><b>School Culture and Climate</b></p>	<p><b>School Culture and Climate Strengths:</b></p> <p>Administration meets with grade levels weekly.</p> <p>Teachers have a common planning time where they collaborate on lesson plans and activities to address TEKS.</p> <p>Response to Intervention Team meets regularly to discuss student interventions and student data.</p> <p>The campus has a discipline plan in place for the teachers and students. This plan outlines common area rules and procedures.</p>	<p>The CIT feels the need to continue to develop better relationships between grade levels and team members.</p> <p>The CIT will improve the Leader In Me – environment to include: school signage, leadership notebooks, data collection, Jr. Lighthouse Team and Leader in Me language.</p> <p>The CIT agrees that we can improve the use of Professional Learning Community (PLC) time.</p> <p>The CIT sees the need for Improvement in parental involvement.</p> <p>The CIT sees the need to further decrease the discipline referrals rate.</p>	<p>The campus will provide Team building and morale activities for staff.</p> <p>The counselor will provide classes on Bullying, 7 Habits / Leader in Me and small groups for students who are in need of Tier 3 support for behavior.</p> <p>Teachers will continue to receive professional development on the PLC process. (Title I, SCE)</p> <p>The campus will continue to follow and implement the school wide discipline plan.</p> <p>The counselor will implement the Leader in Me curriculum for all students to learn about the 7 habits of highly effective people.</p> <p>The campus will create a campus student leadership council (Junior Lighthouse , Leader in</p>

	<p>The campus is a “Leader in Me” campus. The campus also has a Watch D.O.G. Program, to encourage parental involvement.</p>		<p>Me). (Title I) The campus will increase the number of student clubs on campus.</p>
<p><b>Staff Quality/ Professional Development</b></p>	<p><b>Staff Quality and Professional Development Strengths:</b></p> <p>The campus uses a hiring committee composed of administrators and teachers to make hiring determinations.</p> <p>New teachers are provided a mentor in order to obtain support.</p> <p>Professional development is based on CIP and CNA.</p> <p>All staff is allowed to attend Professional development.</p> <p>All grade levels meet weekly and quarterly to discuss student data and to collaborate on lessons.</p> <p>Teachers are provided 60 minutes of professional learning community time bi-monthly.</p> <p>Technology Facilitator provides one hour PD opportunities monthly.</p>	<p>The CIT sees the need for continued support to new teachers and/or new to the campus teachers.</p> <p>The CIT sees the need for follow up of professional development delivered to teachers.</p> <p>The CIT sees the need for more PD that is targeted to the needs of the campus.</p> <p>The CIT sees the need for teacher’s to seek professional development based on their T-TESS professional development goals.</p> <p>The CIT sees the need for continued Professional development of Early Literacy and Reading Strategies.</p>	<p>The campus will allow for substitutes for teacher’s individual or group professional development. (Title I, SCE, Local)</p> <p>The campus will utilize the campus’ Academic Coach to provide a mentor program with meetings, for all new or new to the campus teachers. (Title I)</p> <p>The campus will create a campus master schedule that incorporates PLC time for teachers twice per month.</p> <p>The campus will allow K-2 teachers to attend professional development to build their reading skills.</p> <p>The campus will conduct a book study with all Reading Teachers to improve their instruction of Reading Strategies.</p> <p>The campus will conduct a book study with all staff in an effort to build capacity. We will discuss powerful techniques that any teacher can use to further develop many teaching skills and competencies.</p>

	<p>Each grade level meets with administration weekly.</p>		
<p><b>Curriculum, Instruction, Assessment</b></p>	<p><b>Curriculum, Instruction, Assessment Strengths:</b>                  Teachers plan and give common Assessments.                   Teachers use PLC time to analyze assessment data to drive instruction.                   Teachers meet with Administration to review/analyze data (Istation, TPRI/Tejas Lee, BEM, Common Assessment).                   Teachers use RtI process and e-sped to plan and document interventions.                   Teachers provide tutoring to students who are at-risk of failure.                   Teachers utilize computer based interventions for students. (Istation, TTM)</p>	<p>The CIT sees the need for improving the rigor of core curriculum with supplemental materials.                   The CIT sees the need for all grade levels to use common assessment data to inform instruction.                   The CIT sees the need for universal screeners for Math and Reading for all grades.                   The campus needs to increase writing skills among all students in every grade levels.                   The campus needs to increase use of technology in daily lessons and for intervention.                   The campus sees the need to have a digital data wall which is mobile and accessible from anywhere.                   The campus needs professional development on small group intervention instruction.                   The campus needs a dedicated time for intervention instruction in the master schedule.</p>	<p>The campus will provide new teachers with training on district adopted curricula and knowing their TEKS.                   The campus will utilize a digital data wall (Google Docs) website in order to document and monitor campus data.                   The campus will purchase supplemental material for all content areas when necessary. (Title I, SCE)                   The campus will purchase additional technology equipment and programs as needed. (Title I, SCE)                   The campus will provide additional training on the RtI process. (Title I and SCE)                   The campus will provide professional development on the Daily 5. (Title I, SCE)                   The campus will provide professional development on the Leader in Me.(Title I)                   The campus will provide training on new instructional strategies to include: formative assessment, critical thinking, and student engagement, TEKS Unpacking, Formulating Objectives, and Purposeful Planning. (Title I, SCE)</p>



<p><b>Family and Community Involvement</b></p>	<p><b>Family and Community Involvement Strengths:</b></p> <p>The campus has a Parent Compact and a Parental Involvement Policy.</p> <p>The campus sends out a monthly newsletter with information on each grade levels learning, and upcoming events.</p> <p>The campus utilizes school messenger and remind to keep parents informed about upcoming events.</p> <p>The campus has award ceremonies to recognize student achievements.</p> <p>The campus has a PTA.</p> <p>All campus communication is done in both Spanish and English.</p> <p>The campus host family nights to include: Math, Science and Reading Restaurant.</p> <p>The campus hosts student-led conferences.</p> <p>Campus hosted a series of parenting partnership workshops.</p>	<p>The campus sees the need to have positive communication with parents in an effort to emphasize a partnership in their child’s education.</p> <p>The CIT sees the need to create a parent volunteer program.</p> <p>The CIT sees the importance of increasing parent participation on the CIT.</p> <p>The campus recognizes the need to increase the student attendance rate to at least 97% (current-95.6%).</p> <p>The campus sees the need to provide parent trainings.</p> <p>The CIT sees the need to increase parent participation in the campus’ PTA.</p>	<p>The campus will increase the amount of time the school social worker will be on campus to two times per week. (SCE)</p> <p>The school social worker will hold at least two parent trainings for the school year. Possible topics: Discipline, Teacher and Parent Partnership, Bullying. (Title I)</p> <p>Attendance meetings will be held with parents of absent students. (Title I)</p> <p>School counselor will continue Watch D.O.G.S. program.</p> <p>Principal will hold a quarterly Principal’s Coffee in order to provide a platform for two-way communication. (Title I)</p> <p>The campus will create a Parent Engagement Committee in an attempt to increase Parental Involvement.</p>
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	<p>The campus has a Watch D.O.G. program.</p> <p>The campus has a campus attendance policy and Attendance Committee.</p> <p>The campus puts an emphasis on the importance of student attendance. Goals are communicated daily, and incentives are given.</p> <p>The campus also has a quarterly attendance newsletter.</p>		
<p><b>School Context and Organization</b></p>	<p><b>School Context and Organization Strengths:</b></p> <p>Teachers have common planning times.</p> <p>Teachers are given PLC time 2X per month.</p> <p>Staff communication is done through Canvas, Blogs, Remind, Firstclass and regular meetings with Administration.</p> <p>All teachers and assistants are highly qualified, as defined by NCLB.</p> <p>All new/new to campus teachers receive a mentor and attend monthly meetings.</p>	<p>The CIT sees the need for more communication with all stakeholders.</p> <p>The CIT sees the need to continue the New Teacher Mentor program.</p> <p>The campus sees the need to continue the PLC process and meeting times.</p> <p>The campus sees the need for substitutes to be provided to teachers when conducting testing or conducting parent conferences.</p>	<p>The campus will provide substitutes for teachers for planning and parent conferences (Title I and SCE).</p> <p>The Academic coach will oversee the campus' mentor program. (Title I)</p> <p>The campus will give teachers PLC time twice monthly.</p> <p>The campus will communicate with all stakeholders via Firstclass, Google, Blogs, Remind, and Canvas.</p>

	<p>Teachers have a voice in decision making through the use of the campus leadership and which meets weekly an Faculty Advisory Committee team which meets monthly.</p> <p>Grade levels meet with administration weekly.</p>		
<p><b>Technology</b></p>	<p><b>Technology Strengths:</b></p> <p>Every classroom has a classroom mounted projector and speakers.</p> <p>All teachers have laptops, document cameras, projectors and iPads.</p> <p>There are iPods, iPads, desktops, and laptops available on Campus.</p> <p>The campus has a classroom set of student response devices.</p> <p>Students also receive more technology integration through STEM class.</p> <p>Students will regularly use programs such as: Think Through Math, iStation, Moby Max, STEM Scopes and Brain pop.</p> <p>The campus has a Computer on Wheels cart available.</p>	<p>The CIT sees the need for more iPad training for all teachers.</p> <p>The CIT sees the need for professional development on integration of technology in daily lessons.</p> <p>The campus sees the need for professional development for Google classroom.</p> <p>The campus sees the need to purchase additional hardware and software in order to meet the needs of students.</p> <p>The campus sees the need for additional training in the use of ipad applications for all of the content areas.</p> <p>The campus sees the need to mount Smartboards in K-1 classrooms.</p> <p>The campus sees the need to purchase otterbox protective cases and headphones for iPads in Kindergarten through 5th grade.</p>	<p>The campus will purchase additional hard and software. (Title I, SCE)</p> <p>The campus/district will provide additional training in use of ipad applications for all content areas. (Title I and SCE)</p> <p>The campus will increase the use a portable laptop cart available for teachers to allow them to have 1:1 technology use for his/her classroom. (Title I)</p> <p>The campus will develop a system of planned replacement to ensure equipment is working and current. (Title I)</p>

	All 2 <sup>nd</sup> -5 <sup>th</sup> grade classrooms have a 1:1 device classroom.	The campus also sees the need to purchase and replace devices that are broken or are no longer supported.	
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