



19-20 Comprehensive Needs Assessment Narrative for Bloomburg ISD

School Profile

Enrollment has fluctuated slightly over the past few years according to state reports (16-17=283; 17-18=277; 18-19=272). Demographic percentages have stayed almost the same each year. The 2018-2019 PEIMS student data reports the following: White - 89.71%, African American - 2.94%; Hispanic - 4.04%, and other subpops - 3.31%. Bloomburg ISD has 7.36% more girls than boys. Special Education students represent 7.35% of the population. The Economically Disadvantaged (EcD) percentage is 76.47%, and the at-risk percentage is 48.32%. There are .74% ESL (English as a Second Language) students. ESL students who have exited the program continue to be closely monitored and have performed successfully. The CTE program comprises 42.65% of the student population and is very successful with few students exiting once they have entered the program. Currently, there are no migrant or homeless students in the district. The gifted and talented group comprises 0% of the student population; however, nomination and testing of students continues each year. According to the 2018-2019 TAPR data, our professional staff is mostly white females with bachelor degrees with 45.7% of staff having 1-5 years, 20.9% having 6-10 years, and 29.3% having 11-20 years of experience. The teacher/student ratio for 2018-2019 was 1:11.

STRENGTHS: Low teacher/student ratio.

WEAKNESSES: GT percentage is 0%. Inexperienced teachers (45.7% with less than 5 years of experience) may result in lower student achievement.

NEEDS/PRIORITIES: A closer look at GT qualifying criteria along with the nomination process is needed in order to confirm the accuracy of the GT population. Classroom instructional support (providing instructional coaching, assigning mentor teachers, consulting with other teachers, and providing content professional development) must be provided for the high percentage of inexperienced teachers.

Student Achievement

Student achievement data is derived from the Texas Academic Performance Report and State Accountability. DMAC (a data disaggregation software) provides reports on student achievement broken out by subject, grade, ethnicity, economically disadvantaged, special education, at-risk, cohorts, and/or advanced rates. In a three year comparison (2016-2018), overall student achievement data indicates a decrease in reading, writing, and social studies with math and science

showing very little to no improvement. This trend resulted in a D accountability rating for the 2017-2018 school year.

However, scores showed significant improvement in the 2018-2019 school year, especially in the "Approaches Grade Level" category of the state test where reading was up 5% points (from 64% in the previous school year to 69%) in 2018-2019. The increase in scores along with other factors resulted in a B accountability rating for the 2018-2019 school year.

The main goal for the 2019-2020 school year is to increase the number of students scoring at the "Meets and/or Masters" levels since only 13% of reading students and 11% of math students performed at these levels in 18-19. All possible contributing factors (scope and sequence, effectiveness of tutoring, response to intervention, primary instruction, and rates of achievement across area districts) need to be analyzed and instructionally weak areas need to be isolated.

The greatest gap between the all students group and the target group is the economically disadvantaged group. Continued diligence and resources are needed in this area to maintain and increase progress. In response to these data, more prescriptive response to intervention with small groups, one-on-one intervention, and hands-on activity should be in place for these struggling learners (response to intervention (RTI), paraprofessionals, interventionists, tutoring.)

Scores for the Special Education population were low overall but were lowest in the areas of reading and writing. Bloomburg ISD needs to systematically utilize students' General Abilities scores to drive targeted planning practices and prescriptive inclusion instruction that maximizes instructional efficiency for this population.

The credit recovery program has prevented many of the at-risk high school students from dropping out and needs to be continued. The district DAEP is another program which prevents many at-risk students from getting behind in their classes and dropping out. For the 18-19 school year, there were four DAEP placements. Also, extended-year programs for students failing state assessments are needed for acceleration for the at-risk. The TAPR indicates that these efforts for at-risk students have resulted in a 0% dropout rate and 100% graduation rate, and the district needs to keep all of these interventions in place in order to maintain those rates.

Since interest in reading drops significantly in middle school, we need to maintain our paraprofessional in the middle school library to provide access to and encouragement for reading, especially among at-risk students. In addition, our CLI Engage, transition, TPRI and DRA (longitudinal) data indicate that our extended day program for Pre-K at-risk students has enabled those students to begin kindergarten with a smaller gap between their readiness scores and scores of students not at-risk. It is imperative then that Bloomburg ISD continues to serve these students through this program.

CCMR indicators are low. The district must develop goals and strategies for seeing immediate and long-term improvement in CCMR. At the very least, CCMR data on each junior should be closely monitored and tools to assist students in their postsecondary choices should be available and promoted.

Other areas of concern are science, writing, and math particularly in the Economically Disadvantaged groups. Intervention programs are in place, but continued research and innovation are needed to eliminate these achievement gaps completely.

STRENGTHS: Disaggregated data does inform instruction.

WEAKNESSES: Economically disadvantaged and non-Economically disadvantaged population gap and SPED student performance are not acceptable.

NEEDS/PRIORITIES: While all students receive enrichment/intervention weekly, the Economically Disadvantaged and Special ED students should be monitored closely throughout the year to ensure progress. This data-based approach should help narrow these gaps as much as possible.

Culture and Climate

From surveys conducted by Bloomburg ISD, stakeholders describe the district as a welcoming place where students are treated with respect and where they feel safe for the most part. However, despite great effort, continued school shootings have left students and staff feeling vulnerable. Students certainly need to be educated about anger management and conflict resolution. However, security needs to be in place that students, staff, and the public can “see.” Safety precautions such as fences, door security, and drivers license scanning capabilities that catch predators are in place. However, Bloomburg ISD needs to continue to add additional measures to ensure the safety and protection of students and staff. **NOTE:** There were no firearms brought on campus in the 2018-2019 school year.

The vision, mission, goals, and belief statements of the district all point toward high expectations for everyone, and the students and staff are aligned to this concept. Surveys also indicate that parents agree that the teachers have high expectations for students. The staff works closely with troubled children and provides home visits, counseling, and donations of food, funds, and clothing when needed. Overall, the community, students, and staff are proud stakeholders in the Bloomburg ISD school district.

STRENGTHS: Survey results indicate a strong culture/climate. Violent incidents did not occur.

WEAKNESSES: According to safety audits, the campus has no defined vulnerabilities, but the district remains diligent in being prepared for the unexpected.

NEEDS/PRIORITIES: The school needs to continue to add additional safety measures to ensure the safety and protection of students and staff.

Staff Quality, Recruitment, and Retention (Formerly Professional Development)

The staff attends high quality, professional development at Region 8 and other places including conferences to build their skills, knowledge, and capacity for responding to the needs of stakeholders. New teachers are assigned a mentor teacher and grade level teams regularly meet and plan together. The school has “single instructors,” meaning each subject has only a single teacher that plans and teaches it. As such, there can be no horizontal planning or department meetings. The school does, however, provide multiple opportunities each year for vertical planning to take place. This practice has shown to benefit the development of supporting standards and retention of student learning.

PLC days are built into the school calendar to provide additional training and collaboration for staff. The teacher turnover rate was 20.9% for the 18-19 school year. Staff and administrators are surveyed on professional development needs, and this, along with student achievement and data results, drives professional development. Follow-up, in the form of observations and lesson plan analysis, is completed to ensure that training is having the intended impact on instruction, overall student health and safety, and parent and family engagement.

An instructional coach has been hired for the 2019-2020 school year who works with teachers to identify their strengths and weaknesses. The instructional coach along with the campus principals serve as a resource for teachers when they need additional support and training. The campus principals, instructional coach, teachers and staff collaborate with each other to identify proper training and support to help teachers identify student needs and teach to the standards of the state assessment. Adjustments are made accordingly.

Recruitment stipends for high-need areas are needed to attract and keep high quality teachers in our rural school, and the district uses an electronic application system to make its needs more well-known.

STRENGTHS: Staff and administrators report professional development needs and this, along with student performance results, drive professional development choices. An instructional coach works with teachers and administrators to identify areas of need.

WEAKNESSES: The school has a difficult time recruiting high quality staff to its rural district.

NEEDS/PRIORITIES: Recruitment stipends need to be maintained as a regular item on the district/campus budgets in order to recruit and retain high quality staff.

Curriculum, Instruction, and Assessment

Bloomburg ISD uses the TEKS Resource system that offers instructional focus documents (IFD), the year-at-a-glance (YAG) document, and other subject-relevant guiding documents. Vertical alignment documents are reviewed each year in subject area meetings. TEKS Resource RS and TExGUIDE are resources used along with the TEKS Resource System.

Frogstreet is the Pre-K curriculum. Fountas and Pinell is the new ELA curriculum used at the elementary for the 2019-2020 school year. Sharon Wells Math Curriculum and Pearlized Math supplement the math curriculum at the elementary level. The Writing Academy curriculum is used for writing in grades 3rd-8th. Ford Ferrier is the science curriculum and Social Studies Weekly is the social studies curriculum used at the elementary. Other supplements to the curriculum include Discovery Education, Kamico, Prodigy, IXEL, Mentoring Minds, Renaissance Reading and Math, Khan Academy, Renaissance Accelerated Reader, Read Naturally, Think Through Math and Istation.

Tango is used for the TPRI for the 19-20 school year, and Renaissance Early Literacy has been added as another method to test and collect data on our Kindergarten and first grade students this year. Throughout the year, benchmarks inform instruction and differentiation strategies and 21st century skills are included in the curriculum. The monitoring process for the curriculum includes vertical and grade level meetings locally. PLC days are built into the calendar. Assessments are

reviewed internally and externally (Region 8 ESC), for relevancy and appropriateness and are clearly linked to an in-depth understanding of the TEKS. Assessments are developed by the teams of subject area teachers using STAAR released tests where available. Results are disaggregated and analyzed so as to inform and drive instruction. Benchmark assessments have been good predictors in the past as to state testing performance. Student performance data is reviewed each year and critical areas of weakness are determined. The impact is consistent instruction with a higher level of rigor for all students. State testing results and local benchmark scores show the need for additional instructional time and more one-one-one intervention and small group interventions. Our economically disadvantaged and at-risk students are the highest need groups for these types of intervention. Response to intervention times are scheduled for the elementary as well as the junior high and high school. An RTI Director was also hired for the 2019-2020 school year to oversee and implement a well-developed RTI program.

STRENGTHS: The IFD and YAG help teachers know what they should be teaching. An RTI Director was hired for the 19-20 school year, and RTI time is scheduled.

WEAKNESSES: The RTI program is in the developmental stage.

NEEDS/PRIORITIES: PLC meetings including data review should remain in place to provide direction for teachers and support student success. The district should continue to work toward a well-developed RTI program.

Family and Community Involvement

Parent and community involvement is good for the most part with parents of at-risk students being the least involved. Each teacher is required to have two parent-teacher conferences per year. High school students work with at-risk elementary students on a weekly basis. The high school student council elicits help from parents and community on many projects. Parents and community members serve on decision-making committees that drive schoolwide change.

Parent and family engagement activities include Meet the Teacher Night and Grandparents Day in the fall and Open House in the spring of the 19-20 school year. New parent and family engagement events scheduled for the 19-20 school year include a Fall Carnival/Title I Meeting in the fall and A Family STAAR Night in the spring. Veterans Day programs are well-attended by local veterans and family members of performing students. The School Health Advisory Committee, made up mostly of parents, is active and plans relevant programs for students and community. Local businesses provide donations and grants for district activities. The online gradebook keeps parents informed of their child's grades and attendance and promotes their involvement in their child's academics. The parent notification system, school website, school marquee, Remind, Bloomberg ISD Facebook page, Instagram page, and Twitter accounts are also avenues for parents to receive needed information about school events. Surveys from parents indicate that they feel a connection to the school and appreciate and value the work being done there for their children.

STRENGTHS: Parent, family, and community engagement overall is high. Two new parent/family engagement events have been added to the 19-20 school year.

WEAKNESSES: Engagement for parents of at-risk students is low.

NEEDS/PRIORITIES: New and greater efforts need to be made to engage parents and families of at-risk students.

School Context and Organization

Central office staff members accommodate the overall staffing and financial needs of the campuses as funds are available. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student needs and include small class sizes. Response to intervention sessions are offered for low-performing students. Teachers serve on decision-making committees, and the district central office has an open door policy concerning ideas and opinions. Assessment committees made up of teachers and counselors meet in the spring to plan for the upcoming school year. Teachers also provide input on types of assessments to be used and the calendar for benchmarking. Our number of transfers from other districts speaks of the confidence in our school in our area. Many student transfers stay from kindergarten all the way through the 12th grade. A climate of high expectations including the belief that all students can learn is reinforced at all levels.

STRENGTHS: The central office supports the campus needs.

WEAKNESSES: No known weaknesses are apparent.

NEEDS/PRIORITIES: The school should continue to offer support from the central office and allow teachers to be involved in decision-making processes.

Technology

The district technology resources include classroom computers/laptops, printers, laptop labs, iPads and iPods, Chromebooks, ceiling-mounted projectors, document cameras, automated parent notification system, district-wide wireless access, mobile labs, Interactive TV's, Smart Boards, etc. Plans for moving to a one-to-one student-to-device ratio will be investigated during the 19-20 school year. The elementary continues to increase its student-to-device ratio each year while measures are currently being analyzed to increase the student-to-device ratio at the junior high and high school, also. Teachers request the purchase/use of emerging technologies while utilizing current technology to the maximum. Teachers receive training in accordance with state technology application standards for teachers. Additional and ongoing technology integration training, such as Google Drive, has elevated teacher use and created a culture of effective integration of technology into instruction while increasing district collaboration to an all-time high for both students and staff. The network allows for just-in-time access for instructional use but is also monitored for appropriate use. This is essential since much of the curriculum is technology-based. The software used for acceleration is web-based for 24-7 access; data disaggregation is also web-based, and with DMAC used for disaggregating achievement results throughout the year, teachers have the ability to determine instructional needs at any time.

STRENGTHS: Various types of technology integration are occurring for both teachers and students.

WEAKNESSES: Students do not have 1:1 access.

NEEDS/PRIORITIES: Technology acquisitions need to be maintained as a regular item on the district/campus budgets.

