



## COMPREHENSIVE NEEDS ASSESSMENT

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### DEMOGRAPHICS

#### Problem Statements:

1. Increase the level of academic achievement for both Special Education (SE) and Language English Proficiency (LEP) subgroups.
2. Provide reading intervention for our Migrant and at-risk students to prevent qualifying for Special Education services.
3. Provide enrichment opportunities for our gifted and talented students by ensuring that all special populations (Migrant, LEP, Special Ed., At-Risk, etc.) have access to G/T identification process and services. We will increase our percentage for students meeting and mastering grade level for STAAR.
4. Provide more targeted instruction to support the needs of our priority Migrant students.
5. Improve, sustain, and support academic student performance of **Bilingual/ESL** students at or beyond grade level by adhering to district guidelines to ensure the accurate recordkeeping of LPAC records and timely transfer of student data.
6. Improve, sustain, and support academic student performance of **Special Education** students at or beyond grade level for student results by ensuring alternative programs, services, and pre-referral interventions (such as RTI, 504, reading specialist, computer labs, tutorial services, dyslexia program, etc.) are implemented prior to the referral of students for special education evaluation.
7. Improve, sustain, and support academic student performance of **504** students, **RTI or At-Risk** students at or beyond grade level by monitoring the implementation of services to ensure compliance.

### STUDENT ACHIEVEMENT

#### Problem Statement:

1. Attend and conduct professional development activities and meetings to enhance Leadership Skills to improve student achievement in the areas of reading, math, writing, and science.
2. Ensure alignment on the delivery of instruction to the TEKS for all content areas by conducting classroom observations to ensure implementation of district scope and sequence.
3. Provide enrichment for students to get closer to achieving STAAR mastery. We aim at providing interactive and engaging activities during remote learning. We will utilize programs like Google Slides, Google Forms, and Nearpod to help increase engagement.



4. With the new ELAR TEKs, we will incorporate instructional strategies to ensure student progress in the area of Reading and Writing by providing teachers with staff development and instructional resources based on campus needs & data. (PK-5) (3<sup>rd</sup> Grade Reading Masters – 14% (4 % decrease from previous year), 4<sup>th</sup> Grade Reading Masters – 15%, and 5<sup>th</sup> Grade Reading Masters – 13%)
5. Incorporate instructional strategies to improve all TELPAS components (Writing, Listening, Speaking, and Reading) by supporting teachers in the implementation of a rigorous curriculum, instructional strategies, and the use of instructional reports through Tango. Overall, we showed an improvement of a scale score of 15% points. We aim at sustaining or improving our TELPAS results from last year.
6. Incorporate instructional strategies to improve our 5<sup>th</sup> grade science scores by disaggregating Science Six Weeks and benchmark data to create a data action plan in 4<sup>th</sup> and 5<sup>th</sup> Grade. Although there was an increase, we need to continue to improve to be competitive with the state average.
7. Improve our Reading Intervention program and ensure that half of our students in TIER 3 will move to TIER 1 or TIER 2 by having support staff intervention with fidelity.
8. The campus will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement in all grade levels.
9. Incorporate instructional strategies to improve our 4<sup>th</sup> and 5<sup>th</sup> grade Math scores in the area of percentage of students meeting grade level.
10. The campus will provide the support needed to ensure most students, if not all, have access to an electronic device to join live sessions on Google Meets. All teachers will provide student guidance by monitoring their progress via remotely. Over 90% of students will participate and complete all remote activities.

## **SCHOOL CULTURE AND CLIMATE**

### **Problem Statement:**

1. Promote positive school culture that supports the safe and responsible use of technology with anti-cyberbullying lessons and establish policies for anti-bullying. (Ex. Counseling for anti-bullying policies in K-5<sup>th</sup>)
2. Ensure compliance with district facilities dept. to provide students with a campus environment that promotes learning and is safe for all students and staff.
3. Incorporate attendance incentives in an effort to improve our attendance rate by 1 percent compared to the previous school year.
4. Support quality teaching by providing teacher recognitions. (Ex. Teacher appreciation week, Teacher Inspirational Messages, etc).
5. Promote student participation in extra-curricular activities to help increase attendance by acknowledging UIL Academic Events and Coaches for the purposes of recruitment.
6. Enforcement of school, parent, and community compact that outlines how all stakeholders will share responsibility for improved student attendance rate.



7. Schedule special events on days with high absences to increase student attendance.
8. Campus will schedule safety committee meetings to devise plans in reinforcing positive behavior supports for all populations.
9. Collaborate with Family and Community Engagement Staff (FACE) to ensure a committee of parents, community members, family community educators, teachers, and district administrators develop a family engagement plan.
10. In collaboration with district, the counseling department will provide all staff members with emotional support during the difficult time period of Covid-19.
11. In helping make the transition to distance learning, the curriculum department will provide all teachers with professional development geared to providing effective and appropriate at-home instruction.

### **STAFF QUALITY, RECRUITMENT AND RETENTION**

#### **Problem Statements:**

1. Need to ensure all the teachers are bilingually certified that are directly working with the Dual Language Program.
2. Maintain professional learning communities (PLCs) by having vertical and horizontal alignment meetings to discuss curriculum needs and review areas of strength by content.
3. Use comprehensive and specific data to drive professional development (PD) plans.
4. Implement the mentoring program throughout the school year and provide a 12 hour Mentor Teacher training (TXBESS).
5. Provide training for the Bilingual/ESL certification for all non-certified (bilingual) teachers.
6. Provide Dual Language (Gomez & Gomez) training to our 4<sup>th</sup> grade teachers and an effective update to our Pre-Kinder through 3<sup>rd</sup> grade teachers.
7. Provide a six-hour training update for all teachers that have completed the initial 30-hour G/T training.
8. Promote positive, respectful relationships between staff members.
9. Share a clear vision and mission of the campus with new hired teachers and how the potential candidate will participate in accomplishing campus goals.

### **CURRICULUM, INSTRUCTION AND ASSESSMENT**

#### **Problem Statements:**

1. Continue a written Campus Response to Intervention (RTI) program with continuous training and monitoring.
2. Prioritize and align professional development to target all student populations in the areas of need.
3. Collaborate with other writing teachers in the district to ensure an improvement in delivery of instruction in writing.



4. Ensure vertical and horizontal instructional alignment in grades Pre-K – 5<sup>th</sup> grades through the process of professional learning communities (PLCs).
5. Evaluate all instructional programs for effectiveness. (Envision, Pearlized Math, Sharon Wells, NearPod, Imagine Learning, Summit, Tango, etc.)
6. Provide professional development in Reading, Writing, and Mathematics.
7. Evaluate and monitor our Reading Intervention Program. Incorporate Voyager intervention activities for all students in the bottom tier of Reading.
8. Establish and evaluate the 5<sup>th</sup> Grade Science curriculum during the school year. (Foundations in Teaching Science)
9. Implement with fidelity the Dual Language Enrichment Program (Gomez & Gomez 60/40 model) in order to increase linguistic and academic achievement with evidence of student writing across the curriculum.
10. Monitoring of Reading curriculum, instruction, and assessment in Kinder – 2<sup>nd</sup> Grade with the assistance of our Reading coach.
11. Monitoring of Reading curriculum, instruction, and assessment in 3<sup>rd</sup> – 5<sup>th</sup> Grade with the assistance of our Reading Intervention teacher.
12. Continue to effectively accommodate instruction and assessments for all LEP and at-risk students.
13. Curriculum alignment towards student academic achievement through implementation of the TEKS Resource System.
14. Reading Intervention teacher will assist with the implementation of the new ELAR TEKS.
15. Curriculum department will provide professional development to help make a smooth transition to distance learning. They will provide the following virtual sessions: google training on GSuite (Google Classroom, Google Docs, Google Excel, etc.), flipgrid, seesaw, Duolingo, ClassDojo, and Edpuzzle (to name a few). The campus will provide professional development in Nearpod.

## **FAMILY & COMMUNITY INVOLVEMENT**

### **Problem Statements**

1. Increase parental involvement through a variety of campus events. (Ex. Thanksgiving, Open House, etc.)
2. Increase parental literacy programs.
3. Provide information regarding computer software Imagine Learning that will assist students at home.
4. Include a process to inform campus professionals of community services available.
5. Incorporate a Title III Parent, Family, and Community Engagement Activity with parents to inform them of the importance of being Bilingual.
6. Establish effective school-to-home and home-to-school communication. (Ex. Google Classroom, Class Dojo, Remind, School Messenger, etc.)



7. Connect students and families to community resources that strengthen and support students' learning and well-being. For example: Participate in a 5th Grade Parent Orientation Academy for students transitioning to Middle School. (Possibly virtual)
8. Increase collaborative partnerships to ensure the school and community work together to accomplish student achievement.
9. Increase parental Involvement through the guidelines established by Title I (Federal) and Title III (Bilingual). The campus will conduct professional development activities/meetings for parents.
10. The campus will keep all parents abreast of important Covid-19 related information as well as instructional opportunities for our students. In case of possible re-opening of campus, we will provide updates to all stakeholders. The following are the communication modes that the campus will implement: Google Classroom, Facebook, Remind, and ClassDojo.

## **TECHNOLOGY**

### **Problem Statements**

1. Collaborate with computer proctor in evaluating the equipment needed for our computer programs and future assessments.
2. Provide parents information of online resources they can utilize at home with their child.
3. Conduct more campus-based professional development (PD) in an effort to expedite the use of technology by all stakeholders to monitor student progress.
4. Provide our teachers reports to analyze data that is relevant to campus needs.
5. Provide teachers with the appropriate technology needed to assist with the delivery of instruction.
6. Collaborate with teachers in analyzing data utilizing our Imagine Learning and Tango reports for all TIER 1, TIER 2, and TIER 3 students
7. Utilize district /campus web pages to communicate school news / events, educational resources and provide access to district personnel and the community.
8. Provide technical support to assure staff has access to technology tools to streamline administrative functions (Google e-mail, Tango, I-Station, 5-E Model, Power Teacher, and TEKS Resource System)
9. All teachers will provide our students with technological opportunities through Google Classroom. Our teachers will assign additional activities, further the lines of communication with students, and deliver a lesson through Google Meets.
10. All Kinder – 5<sup>th</sup> grade students will be provided guidance in utilizing the Imagine Learning and Summit program at home. Our teachers will be able to monitor their progress through Imagine Learning and Summit reports.