

SHIVE ELEMENTARY SCHOOL

Campus Improvement Plan

2017/2018

Shive staff will foster a positive, safe, and collaborative environment for all students, staff, families, and community members. School staff will implement rigorous curriculum and maintain high standards using research based strategies for learning, while supporting students' positive growth in socio-emotional development.

Shive Elementary
3130 Bacon
9405534309

Date Reviewed:

Date Approved:

SHIVE ELEMENTARY SCHOOL

Vision

Vernon ISD Goals 2017-2018

- 1. Vernon ISD will increase ALL students by 5% on Reading STAAR and EOC ELA Approaching, Meets and Masters scores through effective research based instructional strategies, differentiation, and data analysis.*
- 2. Vernon ISD will increase ALL students by 4% on Math STAAR and EOC Algebra I Approaching, Meets and Masters scores through effective research based instructional strategies, differentiation, and data analysis.*
- 3. Vernon ISD will decrease discipline placements for in-school suspension by 5% and disciplinary alternative education placement by 5% through data analysis and implementation of character education and relationship building programs*

Nondiscrimination Notice

SHIVE ELEMENTARY SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

SHIVE ELEMENTARY SCHOOL

Mission

The mission of Shive Elementary School is to ensure continued improvement in academic success, cultural and social awareness, and education equity and opportunity for learners of diverse abilities and ages.

Vision

Shive staff will foster a positive, safe, and collaborative environment for all students, staff, families, and community members. School staff will implement rigorous curriculum and maintain high standards using research based strategies for learning, while supporting students' positive growth in socio-emotional development.

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SHIVE ELEMENTARY SCHOOL Site Base

| Name | Position |
|--------------------------|---------------------------|
| Ham, Chad | Business Representative |
| Hooker, Lynn | Business Representative |
| Hunter, Kevin | Teacher |
| Kieschnick, Sandra | Counselor |
| Knight, Leslie | Teacher |
| Mcgee-Williams, Samantha | Parent |
| Merrell, Stefanie | Principal |
| Murguia, Leonel | Teacher |
| Ramirez, Marina | Parent |
| Sellars, Tracy | Special Education Teacher |
| Tarver, Tammie | Teacher |
| Vance, Corey | Teacher |
| Williams, Darien | Community Member |

Resources

| Resource | Source |
|---|---------|
| Erate | Federal |
| Rural and Low Income Grant | Federal |
| Title I | Federal |
| Title IIA Principal and Teacher Improvement | Federal |
| Title III Bilingual / ESL | Federal |
| Age-appropriate Character Education Information | Local |
| Teacher Summary Reports | Local |
| Appropriate adolescent behaviors information | Other |
| Behavioral procedures | Other |
| Collaborative Planning Time | Other |
| DMAC Reports | Other |
| Focus Groups | Other |
| Local Districts | Other |
| Paraprofessionals | Other |
| Surveys | Other |
| Teacher Knowledge/Training | Other |
| Teacher Permanent Records | Other |
| Technology Equipment | Other |
| TEKS Resource System | Other |
| Time | Other |
| Instructional Materials Allotment | State |
| Local Funds | State |
| State Assessments | State |
| State Compensatory | State |
| State Curriculum | State |
| Texas Essential Knowledge and Skills | State |

SHIVE ELEMENTARY SCHOOL

Goal 1. Shive will promote high levels of learning for all students through differentiation, interventions, and engaging instruction.

Objective 1. Shive will increase Reading STAAR Scores for ALL students by a 5% at the Approaching, 5% at Meet, and 5% Masters scores through effective research based instructional strategies, differentiation, and data analysis.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-----------------|--|--|
| <p>1. All Shive students will participate in prescribed tutorials for 45 minutes four days a week during the afternoon. Students will participate in small group instruction based on ZPD and/or GE, grade equivalent, the independent reading level of each student, and level of mastery on common formative assessments. (Title I SW: 1,2,3,4,5,6,8,9,10) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All, H, ECD, ESL, SPED, 4th, 5th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7)</p> | <p>Campus leadership teams, Campus Personnel, Core Subject Teachers, Counselor(s), Dyslexia specialist, Paraprofessionals, Principal, Professional Learning Communities, Special Ed Teachers, Student Support Team (Rtl), Students, Teacher(s)</p> | <p>May 2018</p> | <p>(F)Erate, (F)Rural and Low Income Grant, (F)Title I, (F)Title III Bilingual / ESL, (L)Teacher Summary Reports, (O)Collaborative Planning Time, (O)DMAC Reports, (O)Paraprofessionals, (O)Teacher Knowledge/Training, (O)Technology Equipment, (O)TEKS Resource System, (O)Time, (S)Instructional Materials Allotment, (S)Local Funds, (S)State Assessments, (S)Texas Essential Knowledge and Skills</p> | <p>Formative - We will use on-going formative assessments throughout the year, using both teacher-made and pre-made assessment provided by the curriculum resources.</p> |
| <p>2. All students will participate in the Renaissance STAR 360 assessment as part of the prescribed tutorials. Students will take progress assessments with the initial assessment in August 2017. This assessment will be completed to determine tutorial placement as well as determine appropriate and challenging AR goals for all students. Reassessment will be a minimal of three times a year. (Title I SW: 1,2,3,4,5,8,9) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All, H, ECD, ESL, SPED, 4th, 5th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7)</p> | <p>Campus leadership teams, Core Subject Teachers, Counselor(s), Dyslexia specialist, Paraprofessionals, Peer Tutors, Principal, Professional Learning Communities, Special Ed Teachers, Student Support Team (Rtl), Students, Teacher(s)</p> | <p>May 2018</p> | <p>(F)Erate, (F)Rural and Low Income Grant, (F)Title I, (F)Title III Bilingual / ESL, (L)Teacher Summary Reports, (O)Collaborative Planning Time, (O)DMAC Reports, (O)Local Districts, (O)Paraprofessionals, (O)Teacher Knowledge/Training, (O)Technology Equipment, (O)TEKS Resource System, (O)Time, (S)Instructional Materials Allotment, (S)Local Funds, (S)Texas Essential Knowledge and Skills</p> | <p>Formative -</p> |

SHIVE ELEMENTARY SCHOOL

Goal 1. Shive will promote high levels of learning for all students through differentiation, interventions, and engaging instruction.

Objective 1. Shive will increase Reading STAAR Scores for ALL students by a 5% at the Approaching, 5% at Meet, and 5% Masters scores through effective research based instructional strategies, differentiation, and data analysis.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|----------|--|-------------|
| 3. Use of parent volunteers and/or PALS to read with struggling students. (Title I SW: 1,2,3,4,5,6,8,9,10) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All, H, ECD, ESL, SPED, 4th, 5th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7) | Counselor(s), Dyslexia specialist, Parent Volunteers, Peer Tutors, Principal, Student Support Team (Rtl), Students, Teacher(s) | may 2018 | (F)Rural and Low Income Grant, (F)Title I, (F)Title III Bilingual / ESL, (O)DMAC Reports, (O)Time, (S)Instructional Materials Allotment, (S)Local Funds, (S)Texas Essential Knowledge and Skills | Formative - |
| 4. Struggling students will be assigned to the reading intervention class during the school day three days a week for 55 minutes each day. (Title I SW: 1,2,3,4,5,8,9,10) (Title I TA: 1,2,3,4,5,8) (Target Group: All, H, ECD, ESL, SPED, 4th, 5th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7) | Campus leadership teams, Counselor(s), Parent Volunteers, Principal, Professional Learning Communities, Special Ed Teachers, Student Support Team (Rtl), Students, Teacher(s) | May 2018 | (F)Erate, (F)Rural and Low Income Grant, (F)Title I, (F)Title III Bilingual / ESL, (O)Collaborative Planning Time, (O)DMAC Reports, (O)Local Districts, (O)Paraprofessionals, (O)Technology Equipment, (O)TEKS Resource System, (O)Time, (S)Instructional Materials Allotment, (S)Texas Essential Knowledge and Skills | Formative - |
| 5. Students who are being successful on assessments and showing prediction of meeting the approaches level on STAAR, will be placed in enrichment tutorials four days a week for 45 minutes each day. (Title I SW: 1,2,3,4,5,8,9,10) (Title I TA: 1,2,3,4,5,6,8) (Target Group: All, H, ECD, ESL, SPED, 3rd, 4th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,6,7) | Campus leadership teams, Core Subject Teachers, Counselor(s), Paraprofessionals, Principal, Professional Learning Communities, Special Ed Teachers, Student Support Team (Rtl), Students, Teacher(s) | May 2018 | (F)Erate, (F)Rural and Low Income Grant, (F)Title I, (F)Title III Bilingual / ESL, (O)DMAC Reports, (O)Local Districts, (O)Technology Equipment, (O)TEKS Resource System, (O)Time, (S)Instructional Materials Allotment, (S)Local Funds, (S)State Assessments, (S)Texas Essential Knowledge and Skills | Formative - |

SHIVE ELEMENTARY SCHOOL

Goal 1. Shive will promote high levels of learning for all students through differentiation, interventions, and engaging instruction.

Objective 2. Increase Student Achievement on the STAAR Math and Reading by 5% in Hispanic, ECD, and Special Education students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------|---|--------------------|
| <p>1. All Shive students will participate in prescribed tutorials for 45 minutes four days a week during the afternoon. Students will participate in small group instruction based on ZPD and/or GE, grade equivalent, the math level of each student, and level of mastery on common formative assessments. (Title I SW: 1,2,4,5,8,9,10) (Title I TA: 1,2,3,4,5,6,8) (Target Group: All, H, ECD, SPED, 4th, 5th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,6,7)</p> | <p>Campus leadership teams, Campus Personnel, Core Subject Teachers, Counselor(s), Paraprofessionals, Principal, Special Ed Teachers, Student Support Team (Rtl), Students, Teacher(s)</p> | <p>May 2018</p> | <p>(F)Erate, (F)Rural and Low Income Grant, (F)Title I, (F)Title III Bilingual / ESL, (O)Collaborative Planning Time, (O)DMAC Reports, (O)Local Districts, (O)Paraprofessionals, (O)TEKS Resource System, (O)Time, (S)Instructional Materials Allotment, (S)Texas Essential Knowledge and Skills</p> | <p>Formative -</p> |
| <p>2. All students will participate in the Renaissance STAR 360 assessment as part of the prescribed tutorials. Students will take progress assessments with the initial assessment in August 2017. This assessment will be completed to determine tutorial placement or enrichment class, as well as determine appropriate and challenging AM goals for all students. Reassessment will be a minimal of three times a year. (Title I TA: 1,2,3,4,5,6,8) (Target Group: All, H, ECD, ESL, SPED, 4th, 5th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,6,7)</p> | <p>Campus leadership teams, Campus Personnel, Core Subject Teachers, Counselor(s), Paraprofessionals, Principal, Professional Learning Communities, Special Ed Teachers, Student Support Team (Rtl), Students, Teacher(s)</p> | <p>May 2018</p> | <p>(F)Erate, (F)Rural and Low Income Grant, (F)Title I, (F)Title III Bilingual / ESL, (O)Collaborative Planning Time, (O)DMAC Reports, (O)Local Districts, (O)Paraprofessionals, (O)Teacher Knowledge/Training, (O)TEKS Resource System, (O)Time, (S)Instructional Materials Allotment, (S)Texas Essential Knowledge and Skills</p> | <p>Formative -</p> |
| <p>3. Students who are being successful on assessments and showing prediction of meeting the approaches level on STAAR, will be placed in enrichment tutorials four days a week for 45 minutes each day. (Title I TA: 1,2,3,4,5,6,8) (Target Group: All, W, ECD, ESL, SPED, 4th, 5th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,6,7)</p> | <p>Campus leadership teams, Campus Personnel, Counselor(s), Paraprofessionals, Principal, Professional Learning Communities, Special Ed Teachers, Student Support Team (Rtl), Students, Teacher(s)</p> | <p>May 2018</p> | <p>(F)Erate, (F)Rural and Low Income Grant, (F)Title I, (L)Teacher Summary Reports, (O)Collaborative Planning Time, (O)DMAC Reports, (O)Local Districts, (O)Paraprofessionals, (O)Teacher Knowledge/Training, (O)TEKS Resource System, (O)Time, (S)Instructional Materials Allotment, (S)Local Funds, (S)Texas Essential Knowledge and Skills</p> | <p>Formative -</p> |

SHIVE ELEMENTARY SCHOOL

Goal 2. Shive will increase proficient knowledge of all students by increasing the daily attendance rate.

Objective 1. Increase Daily Attendance Rate to 98%

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------|--|--------------------|
| <p>1. Shive will offer incentives for students who have perfect attendance for each week.</p> <p>(Title I SW: 1,2,6,9,10) (Title I TA: 1,7,8) (Target Group: All, 4th, 5th) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,5,6)</p> | <p>Campus leadership teams, Campus Personnel, Core Subject Teachers, Counselor(s), Paraprofessionals, Parent Volunteers, Parent/Guardian, Principal, Professional Learning Communities, School Nurse, Special Ed Teachers, Student Support Team (Rtl), Students, Teacher(s)</p> | <p>May2018</p> | <p>(O)Time</p> | <p>Summative -</p> |
| <p>2. Shive will send a text reminder to parents and guardians of the importance of attendance though E-Notes each time their student is absent. (Title I SW: 1,2,6,9,10) (Title I TA: 1,7,8) (Target Group: All, 4th, 5th) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,5,6)</p> | <p>Business Manager, Counselor(s), Parent/Guardian, Principal, Registrar, Social Worker, Students</p> | <p>May 2018</p> | <p>(F)Erate, (F)Rural and Low Income Grant, (F)Title I, (O)Behavioral procedures, (O)Paraprofessionals, (O)Technology Equipment, (O)Time</p> | <p>Summative -</p> |

SHIVE ELEMENTARY SCHOOL

Goal 3. Shive will provide opportunities for parent and community involvement through effective communication.

Objective 1. Increase Parent Involvement

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------------|--|--------------------|
| <p>1. Shive staff will make two positive parent/guardian contacts to communicate good things students are doing.</p> <p>(Title I SW: 1,2,5,6,9,10) (Title I TA: 1,7) (Target Group: All, 4th, 5th) (Strategic Priorities: 1,3,4) (CSFs: 1,5,6)</p> | <p>Counselor(s), Principal, Special Ed Teachers, Teacher(s)</p> | <p>May 2018</p> | <p>(O)Time</p> | <p>Summative -</p> |
| <p>2. Teachers will use Daily/weekly use of Remind or E-Notes by Team to inform students and parents of homework and other activities.</p> <p>(Title I SW: 1,2,6,9,10) (Title I TA: 1,7,8) (Target Group: All, 4th, 5th) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,5,6,7)</p> | <p>Club Sponsors, Core Subject Teachers, Counselor(s), Principal, Teacher(s)</p> | <p>May 2018</p> | <p>(F)Erate, (F)Rural and Low Income Grant, (F)Title I, (O)Collaborative Planning Time, (O)DMAC Reports, (O)Time</p> | <p>Summative -</p> |
| <p>3. Teachers will use of Six Weeks planning calendar sent to parents that include outline of learning concepts and all tests and quiz dates.</p> <p>(Title I SW: 1,2,6,9,10) (Title I TA: 1,7,8) (Target Group: All, 4th, 5th) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,5,6,7)</p> | <p>Teacher(s)</p> | <p>May 2018</p> | <p>(O)Local Districts, (O)Time, (S)Texas Essential Knowledge and Skills</p> | <p>Summative -</p> |
| <p>4. Shive teachers will post and disseminate information through teacher websites/and/or Facebook Pages. (Title I SW: 1,2,6,9,10) (Title I TA: 1,7,8) (Target Group: All, 4th, 5th) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,5,6,7)</p> | <p>Counselor(s), Principal, Teacher(s)</p> | <p>May 2018</p> | <p>(F)Erate, (O)Collaborative Planning Time, (O)Teacher Knowledge/Training, (O)Technology Equipment, (O)Time</p> | <p>Summative -</p> |
| <p>5. We will communicate when Shive has needs for events/activities for parent/guardians volunteers, such as Guided readers, face painting, track and field day, Book Fair, Shive Showcase, dances, etc. (Title I SW: 1,2,6,9,10) (Title I TA: 1,7,8) (Target Group: All, 4th, 5th) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,5,6,7)</p> | <p>Campus leadership teams, Club Sponsors, Counselor(s), Parent Volunteers, Parent/Guardian, Physical Education Teacher, Principal, PTA, School Nurse, Teacher(s)</p> | <p>May 2018</p> | <p>(O)Time</p> | <p>Summative -</p> |

SHIVE ELEMENTARY SCHOOL

Goal 3. Shive will provide opportunities for parent and community involvement through effective communication.

Objective 1. Increase Parent Involvement

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------|--|-------------|
| 6. Shive will offer incentives to both Parents/Guardians and students whose parents/guardians attend events or complete surveys. (Title I SW: 1,2,6,9,10) (Title I TA: 1,2,7,8) (Target Group: All, 4th, 5th) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,5,6,7) | Campus leadership teams, Club Sponsors, Counselor(s), Parent Volunteers, Parent/Guardian, Principal, PTA, Teacher(s) | May 2018 | (F)Title I, (O)Surveys, (O)Technology Equipment, (O)Time | Summative - |
| 7. Shive will invite parents/guardians in both written and electronic form to all events hosted by Shive such as Awards Ceremonies, Shive Showcase, STAAR celebration, etc. (Title I SW: 1,2,6,9,10) (Title I TA: 1,7,8) (Target Group: All, 4th, 5th) (Strategic Priorities: 2,3,4) (CSFs: 1,3,4,5,6,7) | Campus leadership teams, Club Sponsors, Core Subject Teachers, Counselor(s), Parent Volunteers, Parent/Guardian, Principal, PTA, Teacher(s) | May 2018 | (F)Title I, (O)Time, (S)Local Funds | Summative - |

Title I Program

Shive Elementary School addresses the needs of all of its students by using SCE monies to support the components of Title 1. Funds are used for programs and personnel who work directly with students at risk of not performing. Staff members serving these students are given the data needed along with collaborative time to plan to meet the students' needs. Teachers also work with these students in the classroom to provide Tier 2 interventions. Staff members are encouraged to provide input into the services needed by individual students, and how these services will be implemented. As a school-wide initiative all Shive staff members are implementing RTI interventions and researched based reading strategies to meet the reading needs of all students. Students are also participating in IStation and Think Through Math. These computer based programs are aimed at increasing student learning.

Counseling, pupil, and mentoring services assigned

Power Pack weekend food program every FridayInnovative teaching strategies which may include the use of applied learning and team teaching strategies

The integration of technology based education programs

Prescribed tutorialsIntervention ClassesTutorial Services during the day as well as before and after schoolTen Schoolwide Components

1: Comprehensive Needs Assessment

Completed September 2017 (See Attachment)

2: Schoolwide Reform Strategies

Shive Elementary School will provide all of its students the opportunity to meet and exceed the State's proficient and advanced levels of academic standards. Teachers utilize data from DMAC common assessments. Data provides teachers a method of identifying areas of weakness and strengths for students as well as teachers. Struggling students are given opportunities for reteach and retest. In addition, tutorials are offered before school, after school, and even some Saturdays. In all classrooms, daily goals, Key Understandings from TEKS Resources, or Fundamental Five Lesson Frames are posted to enhance student learning. Reports from STAR, AR, AM, IStation, and Think Through Math are used to monitor progress. PLC meetings continued to be held before school so as not to disrupt the learning day. Finally, staff members are looking at creative ways to provide hands-on learning for the students.

3: Instruction By Highly Qualified Professional Teachers

All Shive Elementary teachers and Instructional Aides meet Highly Qualified requirements. First year teachers attend VISD First Year Teacher's Academy. Campus mentors are provided for all staff new to Shive.

4: High-quality and Ongoing Professional Development for Teachers, Principals, and Paraprofessionals, and if Appropriate, Student Services Personnel, Parents, and Other Staff

High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, student services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accordance with Section 1119 and subsection 1114 (a)(4). VISD provided staff development in the area of differentiation and product driven instruction in August as well as planning based on STAAR data.

5: Strategies to Increase Parental Involvement

Shive Elementary School will implement strategies such as awards assemblies, holiday programs, Meet the Teacher, Parent/Teacher Conferences, calendars, newsletters, and various student organizations and awards including Student Council, Attendance, Honor Roll, and Student of the Month to increase and improve parent involvement.

Shive Elementary utilizes Social Media, BlackBoard phone contact system, Gabbert Communication, and Remind text reminders to keep parents up to date of opportunities to visit Shive.

6: Strategies to Attract Highly Qualified Teachers

Addressed in the VISD Supplement Plan

7: Transitional Planning

Addressed in the VISD Supplement Plan

8: Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments

All faculty members at Shive Elementary School are members of a PLC team. PLC teams utilize benchmark and common assessment data to aid in the establishment and improvement of student achievement. Staff members have access to student data through DMAC. Core staff members use data to develop instructional strategies to accelerate student learning in small groups. Collaborative team conference periods enhance student success by allowing additional planning opportunities and providing a set time for parent conferences.

9: Effective Timely Assistance for Students

Addressed in the VISD Supplement Plan

10: Coordination and Integration of Federal, State, and Local Services and Programs

Addressed in the VISD Supplement Plan

Comprehensive Needs Assessment

Demographics

Demographics Strengths

1. What do enrollment numbers indicate?

Enrollment numbers are exactly this same as last year. (315)

2. What is the breakdown by ethnicity, gender, or other category?

Race: 128 - Hispanic; 122 - White; 35 - Black; 15- Multi-race; 13 - Asian; 2 - American Indian

Programs: 25 - GT; 154 - At-Risk; 13-504; 41- Special ed; Migrant - 0

3. How has the enrollment changed over the past three years?

Down approximately 30 students from 2015- 2016 to 2016-2017, but has remained the same 2016-2017 to 2017-2018

5. What is the data for special programs over time?

Increase in special education and ESL numbers

8. Who are our Migrant students?

We do not have any migrant students at this time.

10. What area of the community do these students come from?

Low income-housing

11. What are the staff demographics?

Males -9

Females -27

White - 30

Black - 1

Hispanic -5

12. What are the teacher/student ratios? How do these ratios compare to performance?

4th grade - 1/24 5th Grade 1/20

13. Which CSF impacts/is impacted by the data or information in this section?

Comprehensive Needs Assessment

Demographics Weaknesses

4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why?

Programs: 25 - GT; 154 - At-Risk; 13-504; 41- Special ed; 31- ESL; Migrant - 0

GT- Predominantly white

Special Ed- Predominantly white

6. What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?

We are only seeing ESL students exit the program consistently. We had one student in the past three years exit special education.

7. Who are our at-risk students? What is their at-risk category?

154 students are at-risk. All but a few are due to not performing satisfactory on STAAR.

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students?

We have mobility rate of 10%. These number do not represent migrant students.

11. What are the staff demographics?

Males -9

Females -27

White - 30

Black - 1

Hispanic -5

Demographics Needs

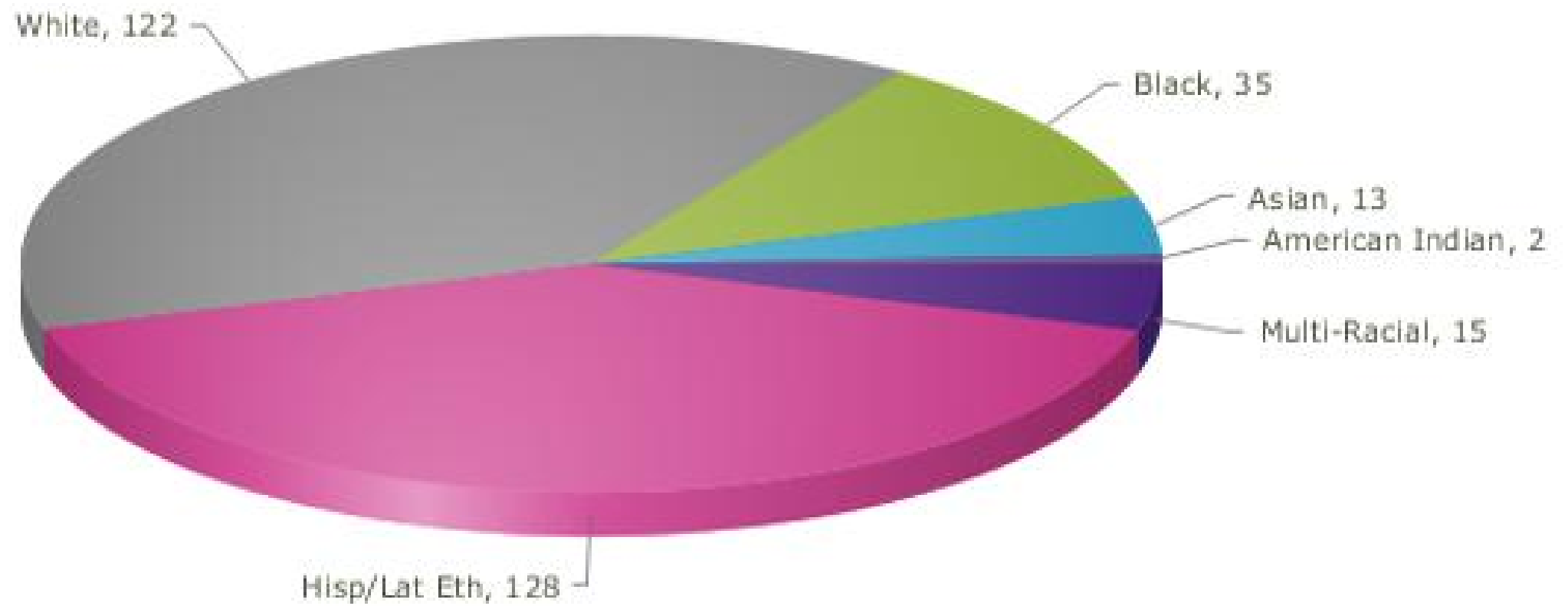
Interventions to support the At-Risk populations

Comprehensive Needs Assessment

Demographics Needs (Continued)

Community based programs for families of low-income which contributes to the mobility rate

Race Distribution for Males and Females in All Grades at Entity 104



Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

1. How is student achievement data disaggregated?

We look at student performance for each subject in the following categories on both State and Local Assessments:

All students
Special Education Students
ESL Students
Race break-down
Gender
GT
?

4. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

We are showing growth **for students** in the following subcategories **for Math from 2016 to 2017:**

5th Grade

All students - 19% increase
Hispanic-23%
ECD-25%
SPecial education-38%
ESL-12%

4th Grade

All students - 7%
ECD-9%

Special education-6%
ESL-22%

We are showing growth **for students** in the following subcategories for **Reading from 2016 to 2017:**

5th Grade

Special Education -1%
ESL-5%

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

We are showing growth for the **campus** in the following subcategories for **Math from 2016 to 2017**:

5th Grade

All students - 5% increase

Hispanic-8%

ECD-10%

Special education-31%

ESL-17%

4th Grade

All students - 7% increase

Hispanic-5%

ECD-7%

We are showing growth for the **campus** in the following subcategories for **Reading from 2016 to 2017**:

5th Grade

Special education-2%

ESL-15%

5. Which students are making progress? Why?

Students are making progress in Math. We believe that it is due to the AM program, along with Math intervention classes.

6. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Our ESL and Special Education students are showing growth in both Math and Reading

7. What does the longitudinal student achievement data indicate?

Math scores are increasing each year

8. What does the data reflect within and among content areas?

Student Achievement Weaknesses

3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?

We have gaps in the Hispanic population, Low Socio- Economic, and Special Education

We failed to make **student progress** in **Math** in the following categories:

4th Grade

Hispanic -4% decrease

We failed to make **student progress** in **Reading** in the following categories:

5th Grade

?All students -10% decrease

Hispanic -14%

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

ECD-11%

4th Grade

All students -6% decrease

Hispanic-11%

ECD-11%

ESL-20%

We failed to make progress for the **campus** in **Math** in the following categories:

4th Grade

Special Education - 10% decrease

ESL -13%

We failed to make progress for the **campus** in **Reading** in the following categories:

5th Grade

All students-7% decrease

Hispanic-2%

ECD-8%

4th Grade

All students-11% decrease

Hispanic-16%

ECD-10%

Special Education-5%

ESL-29%

7. What does the longitudinal student achievement data indicate?

The majority of Reading scores are decreasing each year

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

7. What does the longitudinal student achievement data indicate?

Math scores are increasing each year

7. What does the longitudinal student achievement data indicate?

Math scores are increasing each year

7. What does the longitudinal student achievement data indicate?

Math scores are increasing each year

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Math scores are increasing each year

7. What does the longitudinal student achievement data indicate?

Math scores are increasing each year

Student Achievement Needs

We need to increase the focus on Reading

Implement Reading Strategies for all students



STAAR Demographic Longitudinal - All Subjects for SHIVE ELEMENTARY SCHOOL

Source: Admin Year: 2017

Test Version(s): STAAR Language(s): English Calculation Option: Approaching Gr Lvl Std Retests: First Administrations

| ELA | | | E1 | | | E2 | | | R1 | | | R2 | | | W1 | | | W2 | | | | |
|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | |
| All Students | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | | | | | | | | | |
| ECD | | | | | | | | | | | | | | | | | | | | | | |
| Special Education | | | | | | | | | | | | | | | | | | | | | | |
| ESL | | | | | | | | | | | | | | | | | | | | | | |

| Mathematics | | | 03 | | | 04 | | | 05 | | | 06 | | | 07 | | | 08 | | | A1 | | | |
|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--|--|--|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | | | |
| All Students | | | | 60% | 68% | 75% | 85% | 82% | 87% | | | | | | | | | | | | | | | |
| Hispanic | | | | 57% | 65% | 70% | 87% | 80% | 88% | | | | | | | | | | | | | | | |
| ECD | | | | 52% | 60% | 67% | 84% | 75% | 85% | | | | | | | | | | | | | | | |
| Special Education | | | | 11% | 25% | 15% | 50% | 29% | 60% | | | | | | | | | | | | | | | |
| ESL | | | | 68% | 88% | 75% | 94% | 83% | 100% | | | | | | | | | | | | | | | |

| Reading/ELA | | | 03 | | | 04 | | | 05 | | | 06 | | | 07 | | | 08 | | | | | | |
|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--|--|--|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | | | |
| All Students | | | | | | | 61% | 70% | 61% | 74% | 67% | 60% | | | | | | | | | | | | |
| Hispanic | | | | | | | 50% | 72% | 56% | 76% | 60% | 58% | | | | | | | | | | | | |
| ECD | | | | | | | 49% | 61% | 51% | 69% | 58% | 50% | | | | | | | | | | | | |
| Special Education | | | | | | | 11% | 13% | 8% | 30% | 12% | 14% | | | | | | | | | | | | |
| ESL | | | | | | | 55% | 62% | 33% | 81% | 52% | 67% | | | | | | | | | | | | |

| Science | | | 05 | | | 08 | | | BI | | | |
|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| All Students | 68% | 69% | 55% | | | | | | | | | |
| Hispanic | 63% | 58% | 47% | | | | | | | | | |
| ECD | 60% | 59% | 47% | | | | | | | | | |
| Special Education | 30% | 24% | 18% | | | | | | | | | |
| ESL | 75% | 57% | 57% | | | | | | | | | |



STAAR Demographic Longitudinal - All Subjects for SHIVE ELEMENTARY SCHOOL

Source: Admin Year: 2017

Test Version(s): STAAR Language(s): English Calculation Option: Approaching Gr Lvl Std Retests: First Administrations

| Social Studies | 08 | | | US | | |
|-------------------|------|------|------|------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| All Students | | | | | | |
| Hispanic | | | | | | |
| ECD | | | | | | |
| Special Education | | | | | | |
| ESL | | | | | | |
| Writing | 04 | | | 07 | | |
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| All Students | 58% | 64% | 62% | | | |
| Hispanic | 57% | 64% | 60% | | | |
| ECD | 51% | 56% | 51% | | | |
| Special Education | 11% | 19% | | | | |
| ESL | 70% | 56% | 42% | | | |

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

1. How do students describe the school climate? How does this compare to staff?

Both staff and students perceive the school climate as safe and orderly.

2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?

Marzano Surveys, Professional Development activities, PLCs, Assessments, Marzano Level 1 Certification, Powerwalks

3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?

4. What does the data reflect regarding student behaviors, discipline, etc.?

We have had a decrease in student discipline referrals in the last three years. This is attributed to the Campus-Wide Discipline plan implemented with fidelity and Capturing Kids' Hearts.

2016-2017 Discipline report - 84/315 with 249 Occurrences 27% of students
2015-2016 Discipline report - 112/344 with 528 Occurrences 33% of students

5. To what degree do students and staff feel physically safe?

students and staff feel moderately safe

6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data?

Data supports that classroom management and organization is a strength. Evidence is discipline data and PowerWalk.

9. What does the data reflect regarding gang, substance abuse, weapons, and other safe schools areas? Who are the students involved? What do we know about these students? What services have these students received?

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

In the past three years, we have had weapon possessions of knives and BB guns. There was no intent to use.

All students were of ECD sub-populations and one was special education. Counseling referrals were made.

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?

Last school year we incorporated several clubs for students to become involved in:

Shive T.I.E. Club - male students (60 students consistently)

Shive Communication Club 8-10 members

Shive Animal Crew - 20 students

Anti-Bullying- consistently 60 members

In addition, two clubs have been on-going for multiple years:

Students Council - 12

Prayer group - 35

School Culture and Climate Weaknesses

11. What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?

Staff perceives the facilities as in need of improvements. Multiple roof leaks, consistent air conditioner/heating issues, lack of playground equipment for students.

Students describe the facilities as lacking; specifically in regards to PE and Playground equipment.

7. Which students are most satisfied with the school's culture and climate? How does this compare to the students' attendance, tardies, and other behaviors?

Our ECD population has poor attendance rates.

Overall attendance rates:

2015-2016 - 96.41

2016-2017 - 96.13

Comprehensive Needs Assessment

School Culture and Climate Needs

Attendance Interventions/Incentives

Parent Help classes for truancy intervention.

Funds for upgrades to building and playground

SHIVE ELEMENTARY LEVEL 1

agreed with a survey item than disagreed. Means of 2.00

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

| | ADMIN | STAFF -88 | STUDENT--225 | |
|--|-------------|-------------|--------------|-------------|
| Our school is a safe place. | 4 | 4.24 | 4.6 | |
| Our school is an orderly place. | 4.5 | 3.84 | 4.52 | |
| in place. | 5 | 4.21 | 4.55 | |
| procedures for our school. | 5 | 4.34 | 4.55 | |
| emergency management procedures for our school. | 4.5 | 4.32 | 4.53 | |
| implementing emergency management procedures for | 5 | 4.41 | 4.55 | |
| updated on a regular basis. | 4 | 4.23 | 4.48 | |
| (such as a tornado, fire, lockdown, or medical | | | | 4.33 |
| OVERALL | 4.57 | 4.23 | 4.54 | 4.33 |

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe

| | ADMIN | STAFF -88 | STUDENT--225 | |
|--|-------------|-------------|--------------|-------------|
| place. | 4 | 3.82 | 4.54 | 4.13 |
| orderly place. | 4.5 | 3.66 | 4.54 | 3.82 |
| procedures in place at our school. | 4 | 3.75 | 4.5 | 4.26 |
| reporting of potential incidents. | 3.5 | 3.53 | 4.28 | 3.44 |
| with parents about issues regarding school safety (for | 4.5 | 4.11 | 4.52 | |
| regarding school safety issues. | 5 | 4.12 | 4.49 | |
| safety issues. | 4.5 | 3.91 | 4.45 | |
| OVERALL | 4.29 | 3.84 | 4.47 | 3.91 |

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school

| | ADMIN | STAFF -88 | STUDENT--225 | |
|---|------------|-------------|--------------|-------------|
| direct teacher input. | 4.5 | 3.61 | Not given | |
| information from teachers on a regular basis. | 5 | 3.92 | Not given | |
| was used to make specific decisions. | 4.5 | 3.53 | Not given | |
| used to collect teachers' opinions regarding specific | 4 | 3.76 | Not given | |
| regarding specific decisions. | 5 | 3.91 | 4.58 | |
| school | | | 4.56 | 4.22 |
| OVERALL | 4.6 | 3.75 | 4.57 | 4.22 |

Leading Indicator 1.4: Teacher teams and collaborative groups regularly interact to address commo

| | ADMIN | STAFF -88 | STUDENT--225 | |
|---|-------|-----------|--------------|-----------|
| place in our school. | 5 | 4.27 | Not given | Not given |
| goals. | 3.5 | 3.97 | Not given | Not given |
| toward their goals. | 5 | 3.83 | Not given | Not given |
| assessments. | 5 | 4.17 | Not given | Not given |
| achievement and growth. | 5 | 4.14 | Not given | Not given |
| Data teams are in place in our school. | 5 | 3.88 | Not given | Not given |
| Our school's data teams have written goals. | 3.5 | 3.87 | Not given | Not given |
| goals. | 5 | 3.61 | Not given | Not given |
| collaborative team and data team meetings to ensure | 4.5 | 3.88 | Not given | Not given |

| | | | | |
|---|-------------|-------------|-------------|-------------|
| basis. | Not given | given | 4.39 | 3.89 |
| subject use the same exams, quizzes, and tests. | Not given | given | 4.35 | Not given |
| achievement data to figure out how to improve students' | Not given | given | 4.51 | Not given |
| OVERALL | 4.61 | 3.96 | 4.42 | 3.89 |

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal fi

| | ADMIN | STAFF | -88 | STUDENT--225 |
|--|------------|-------------|-------------|--------------|
| data from teachers and staff regarding the optimal | 4 | 3.66 | Not given | Not given |
| archived. | 4 | 3.33 | Not given | Not given |
| regularly generated. | 4 | 3.25 | Not given | Not given |
| staff are used is transparent. | 4 | 3.19 | Not given | Not given |
| and feedback about our school's improvement plan. | 4.5 | 3.61 | Not given | Not given |
| opinions about how the school should function. | Not given | given | 4.35 | Not given |
| teachers about their opinions. | Not given | given | 4.46 | 3.84 |
| OVERALL | 4.1 | 3.41 | 4.41 | 3.84 |

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input reg

| | ADMIN | STAFF | -88 | STUDENT--225 |
|---|------------|-------------|-------------|--------------|
| data from students, parents, and the community | 4 | 3.5 | 3.92 | Not given |
| community are archived. | 4 | 3.38 | 4.26 | Not given |
| community are regularly generated. | 3 | 3.42 | 4.23 | Not given |
| parents, and the community are used is transparent. | 3.5 | 3.37 | 4.15 | Not given |
| parents, and the community. | 4.5 | 4.27 | 4.36 | Not given |
| and Facebook) to involve students, parents, and the | 5 | 3.66 | 4.17 | Not given |
| I host virtual town hall meetings. | 1.5 | 2.96 | 4.39 | Not given |
| and the community. | 2.5 | 3.32 | 3.78 | Not given |
| I host or speak at community/business luncheons. | 3.5 | 3.17 | 4.19 | Not given |
| I visit my child's school's website often. | Not given | given | 3.97 | Not given |
| school should function. | Not given | given | Not given | 3.06 |
| OVERALL | 3.5 | 3.45 | 4.14 | 3.06 |

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is

| | ADMIN | STAFF | -88 | STUDENT--225 |
|---|------------|-------------|-------------|--------------|
| acknowledged and celebrated. | 4.5 | 3.87 | 4.42 | Not given |
| been adequately acknowledged and celebrated. | 4 | 3.72 | 4.44 | Not given |
| been adequately acknowledged and celebrated. | 4 | 3.64 | 4.47 | 3.34 |
| accomplishments, teacher-team or department | 4.5 | 3.84 | 4.44 | Not given |
| variety of positions in the school (such as teachers or | 4 | 3.68 | Not given | Not given |
| OVERALL | 4.2 | 3.75 | 4.44 | 3.34 |

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are manag

| | ADMIN | STAFF | -88 | STUDENT--225 |
|--|-------|-------|------|--------------|
| Teachers have adequate materials to teach effectively. | 4.5 | 3.68 | 4.33 | |
| Teachers have adequate time to teach effectively. | 4.5 | 3.27 | 4.15 | |
| I develop, submit, and implement detailed budgets. | 4.5 | 3.52 | 4.22 | |
| resources (such as grants or title funds). | 4 | 3.48 | 4.26 | |

| | | | | |
|--|------------|-------------|-------------|-------------|
| I manage time to maximize a focus on instruction. | 4.5 | 3.58 | 4.28 | |
| learning. | 5 | 3.77 | 4.34 | |
| technology teachers are expected to use. | 4.5 | 3.69 | Not given | |
| I have plenty of time to learn. | | | | 4.22 |
| Teachers in my school use technology to help me learn. | | | | 3.75 |
| OVERALL | 4.5 | 3.57 | 4.26 | 3.99 |

afe and orderly.

initiatives.

on issues regarding curriculum, assessment, instruction, and the achievement of all students.

e optimal functioning of the school.

e input regarding the optimal functioning of the school.

school, is appropriately acknowledged.

are managed in a way that directly supports teachers.

respondents agreed with a survey item than

Leading Indicator 2.1: The school leader communicates a clear vision as to how instruction should be

| | ADMIN | STAFF | PARENTS | STUDENTS-215 |
|---|-------------|-------------|-------------|--------------|
| written document articulating our schoolwide | 4.5 | 3.95 | 4.24 | Not given |
| development opportunities to learn about our | 5 | 3.92 | 4.27 | Not given |
| schoolwide model of instruction. | 5 | 3.7 | Not given | Not given |
| prioritizing those related to our schoolwide | 5 | 3.42 | 4.18 | Not given |
| talking about teaching and instruction. | 5 | 4.08 | 4.28 | Not given |
| in faculty and department meetings. | 5 | 3.83 | Not given | Not given |
| during PLC meetings. | 5 | 3.77 | Not given | Not given |
| in informal conversations. | 5 | 3.61 | Not given | Not given |
| words to talk about how they teach and the | Not given | Not given | Not given | 3.94 |
| schoolwide model of instruction at my child's | No given | No given | 4.24 | Not given |
| OVERALL | 4.94 | 3.79 | 4.24 | 3.94 |

Leading Indicator 2.2: Support is provided to teachers to continually enhance their pedagogical skills

| | ADMIN | STAFF | PARENTS | STUDENTS-215 |
|---|------------|-------------|-------------|--------------|
| instructional growth goals. | 5 | 4.09 | 4.33 | 4.02 |
| their instructional growth goals. | 5 | 4.1 | Not given | Not given |
| instructional growth goals. | 5 | 4.2 | Not given | Not given |
| their instructional growth goals. | 5 | 4.05 | Not given | Not given |
| I hire effective teachers. | 5 | 3.68 | 4.32 | Not given |
| hiring and selection process for new | 4.5 | 4 | Not given | Not given |
| program. | 4.5 | 4 | 4.21 | 3.88 |
| revise our new-teacher induction program. | 4 | 3.85 | Not given | Not given |
| I retain effective teachers. | 4.5 | 3.43 | 4.19 | 3.7 |
| plans, and evidence of support for any | 4.5 | 4.1 | 4.26 | 3.77 |
| Teachers at my school are good teachers. | | | | 4.41 |
| OVERALL | 4.7 | 3.95 | 4.26 | 3.96 |

Leading Indicator 2.3: Predominant instructional practices throughout the school are known and moni

| | ADMIN | STAFF | PARENTS | STUDENTS-215 |
|--------------------------------------|------------|-------------|-------------|--------------|
| aggregated to show our school's | 4.5 | 4.05 | 4.23 | Not given |
| a regular basis. | Not given | Not given | Not given | 3.72 |
| instructional practices. | 4.5 | 4.24 | Not given | Not given |
| predominant instructional practices. | 4.5 | 3.9 | 4.24 | Not given |
| instructional practices. | 4.5 | 3.96 | Not given | Not given |
| problems of practice in our school. | 4.5 | 4.09 | 4.34 | Not given |
| OVERALL | 4.5 | 4.05 | 4.27 | 3.72 |

Leading Indicator 2.4: Teachers are provided with clear, ongoing evaluations of their pedagogical stre

| | ADMIN | STAFF | PARENTS | STUDENTS-215 |
|---|-------|-------|-----------|--------------|
| accurate feedback about their pedagogical | 3.5 | 3.81 | Not given | Not given |
| teachers feedback and evaluate them, | 4.5 | 3.77 | Not given | Not given |

| | | | | |
|---|-------------|-------------|-------------|-------------|
| evaluation data I have collected for them. | 4 | 3.57 | Not given | Not given |
| I observe teachers frequently. | 4 | 3.86 | Not given | Not given |
| I give teachers feedback frequently. | 4 | 3.57 | 4.34 | Not given |
| instructional strategies have the strongest | 3.5 | 4 | 4.36 | 4.22 |
| about how to be better teachers. | Not given | Not given | Not given | 3.74 |
| OVERALL | 3.92 | 3.76 | 4.35 | 3.98 |

Leading Indicator 2.5: Teachers are provided with job-embedded professional development that is dir

| | ADMIN | STAFF | PARENTS | STUDENTS-215 |
|--|------------|-------------|-------------|--------------|
| and resources that are relevant to teachers' | 4.5 | 3.96 | Not given | Not given |
| relevant to teachers' instructional growth | 3.5 | 4 | Not given | Not given |
| instructional growth goals is available to | 3.5 | 3.76 | 4.31 | 3.18 |
| professional development is in improving | 3.5 | 3.82 | Not given | Not given |
| professional development supports | 4 | 3.77 | 4.37 | Not given |
| opportunities to receive professional | Not given | Not given | 4.26 | 3.87 |
| watch later. | Not given | Not given | Not given | 2.43 |
| OVERALL | 3.8 | 3.86 | 4.31 | 3.16 |

Leading Indicator 2.6: Teachers have opportunities to observe and discuss effective teaching.

| | ADMIN | STAFF | PARENTS | STUDENTS-215 |
|---|-------------|-------------|-------------|--------------|
| instructional rounds. | 5 | 3.83 | 4.09 | 3.13 |
| discuss video examples of effective teaching. | 3 | 3.8 | 4.16 | Not given |
| other teachers to discuss effective | 4 | 3.82 | 4.27 | 3.84 |
| effective teaching via technology (for | 3 | 3.65 | Not given | Not given |
| at faculty and department meetings. | 4.58 | 3.68 | Not given | Not given |
| examples of effective teaching at faculty and | 2.5 | 3.42 | Not given | Not given |
| participation in opportunities to observe and | 5 | 3.83 | Not given | Not given |
| participation in virtual discussions about | 2.5 | 3.71 | Not given | Not given |
| OVERALL | 3.69 | 3.72 | 4.17 | 3.49 |

addressed in the school.

through reflection and professional growth plans.

itored.

ngths and weaknesses that are based on multiple sources of data and are consistent with student ac

ectly related to their instructional growth goals.

hievement data.



Parent Survey 1.1

QUESTIONS

RESPONSES 33

33 responses

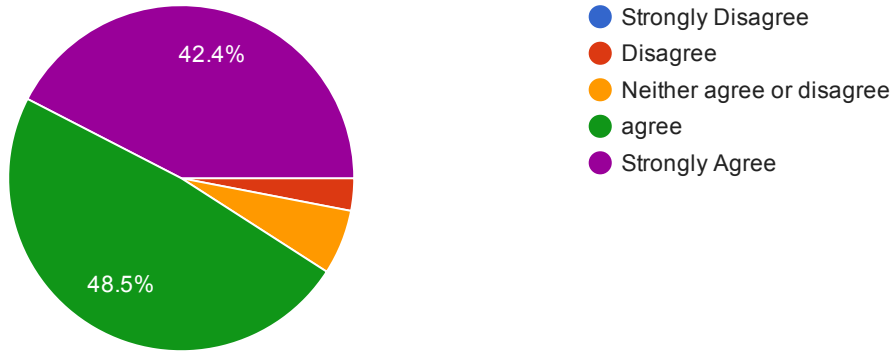


SUMMARY INDIVIDUAL

Accepting responses

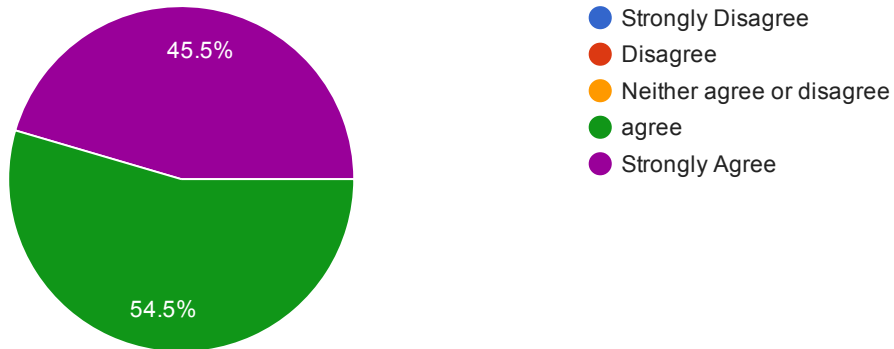
My child's school has clear and specific rules and procedures in place

33 responses



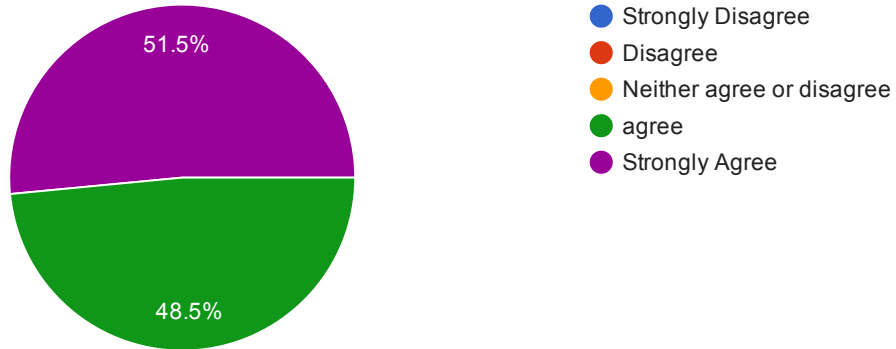
Teachers, staff, and my child know the emergency procedures for the school

33 responses



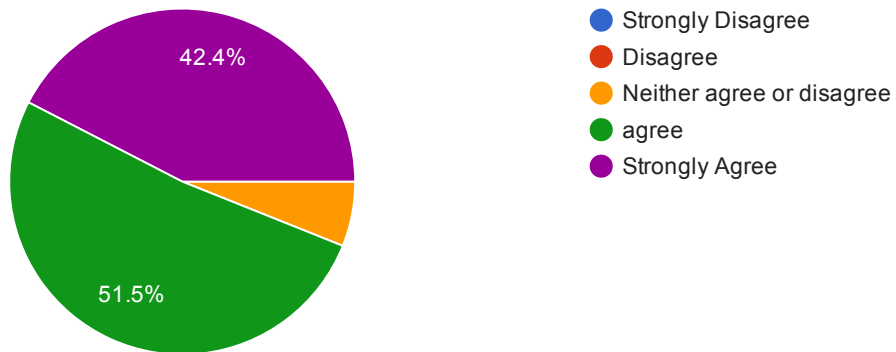
Teachers, staff, and my child practice the emergency management procures(fire drill, tornado drills, etc)

33 responses



My child, the staff and teachers, consider the school a safe place

33 responses





Parent Survey 1.2

QUESTIONS

RESPONSES 32

32 responses

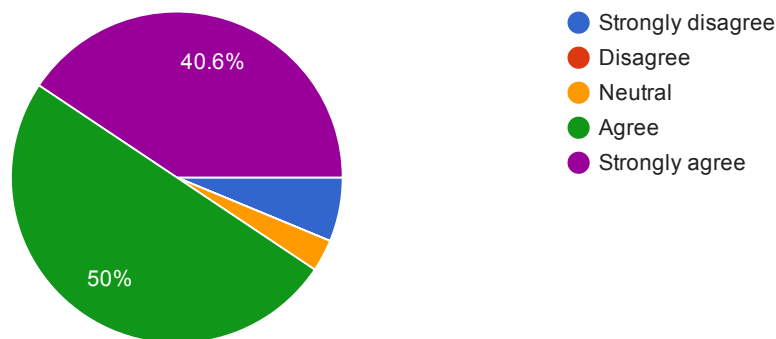


SUMMARY INDIVIDUAL

Accepting responses

My child's school is a safe place

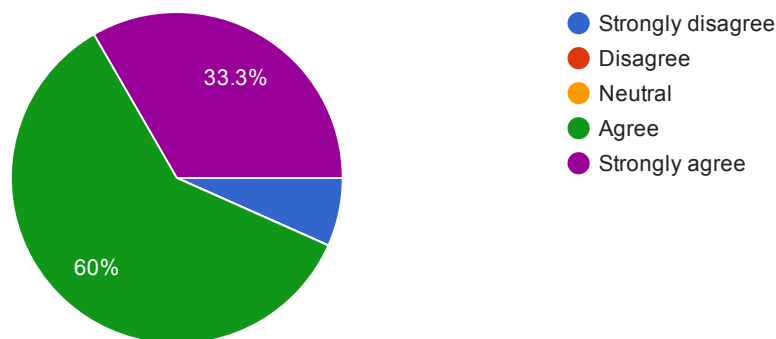
32 responses



[Create Spreadsheet](#)

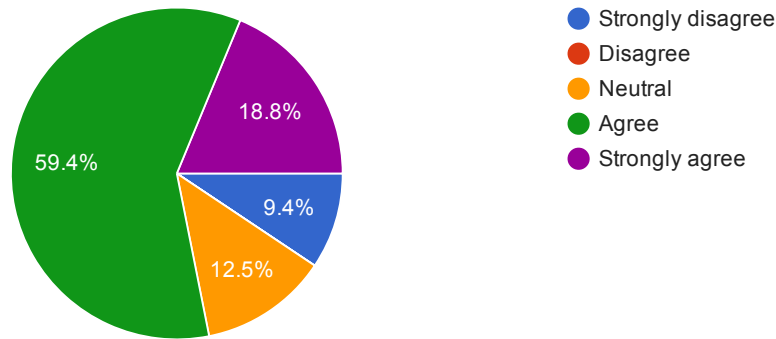
I am aware of the rules and procedures in place at my child's school

30 responses



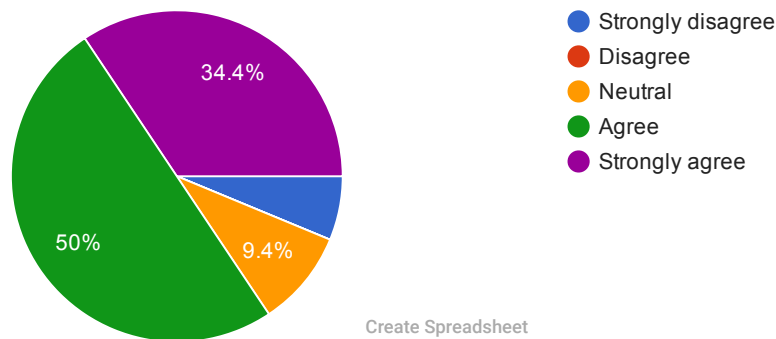
My child's school uses social media to allow anonymous reporting of potential incidents

32 responses



My child's school has a system that allows school leaders to communicate with me about school safety issues(call-out system)

32 responses



[Create Spreadsheet](#)

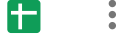


Parent Survey 1.3 and 1.4

QUESTIONS

RESPONSES 53

53 responses

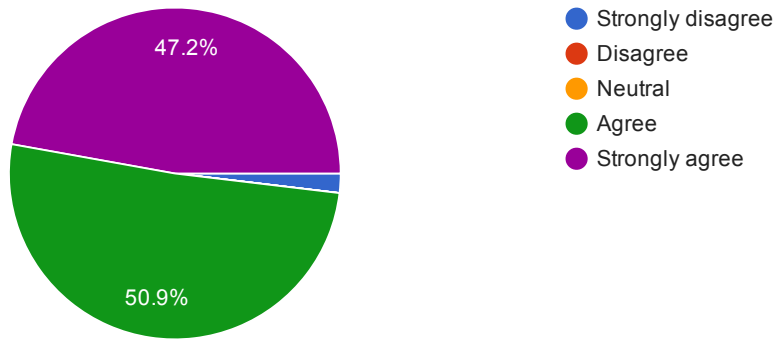


SUMMARY INDIVIDUAL

Accepting responses

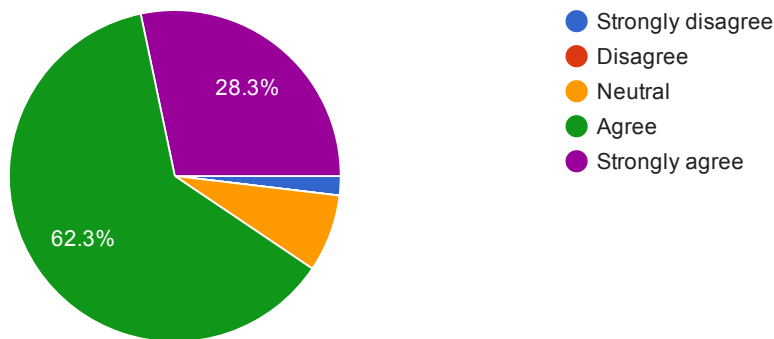
Teachers help make important decision at my child's school

53 responses



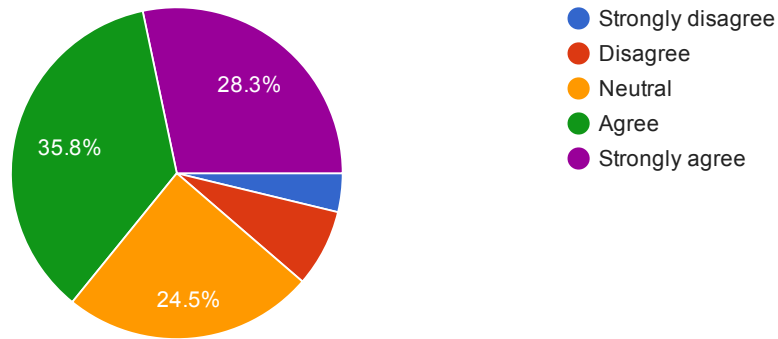
Teachers at my child's school meet together on a regular basis

53 responses



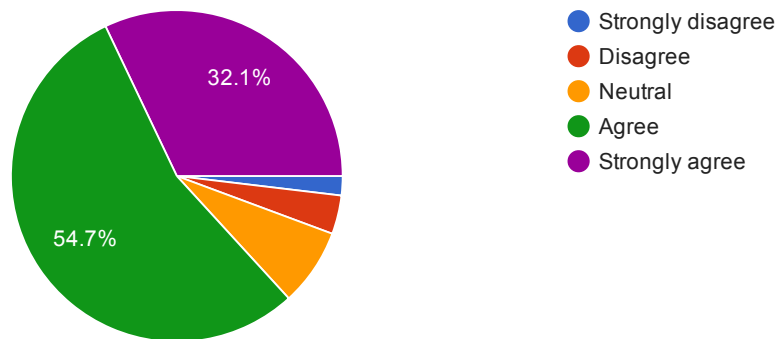
Teachers who teach the same subject use the same tests and quizzes

53 responses



Teams of teachers at my child's school look at student achievement data to figure out how to improve students' learning

53 responses

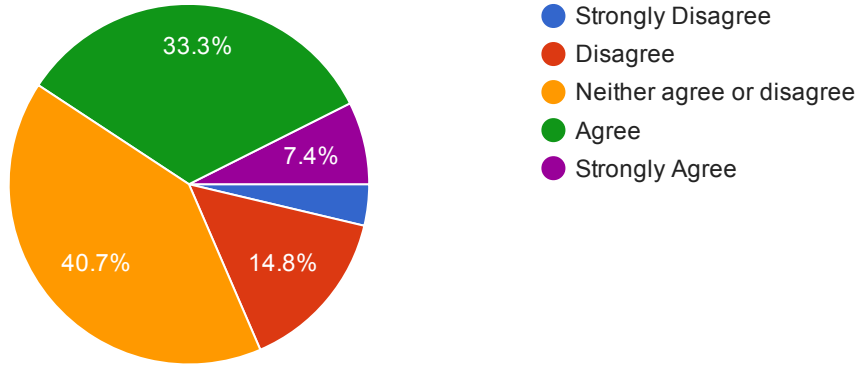


Parent Survey 1.6

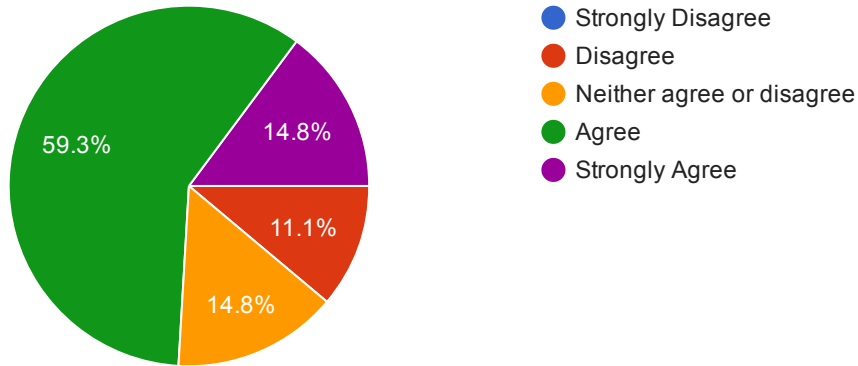
27 responses

The leaders of my child's school ask for my opinion about how the school should function

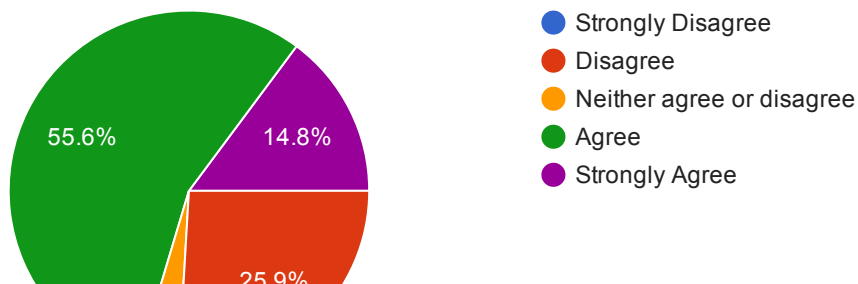
(27 responses)



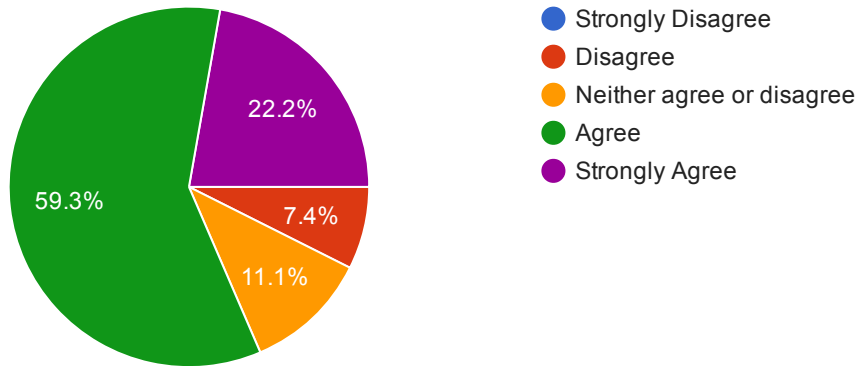
My child's school has an interactive website (27 responses)



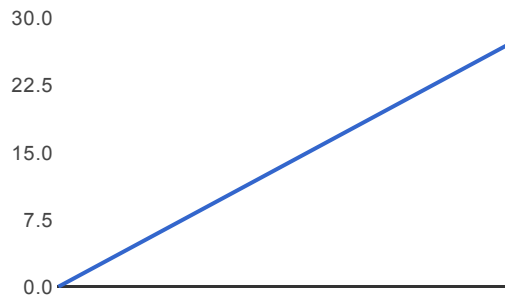
I visit my child's school website often (27 responses)



The leaders at my child's school use social networking sites such as Facebook and Twitter to involve students, parents, and the community (27 responses)



Number of daily responses



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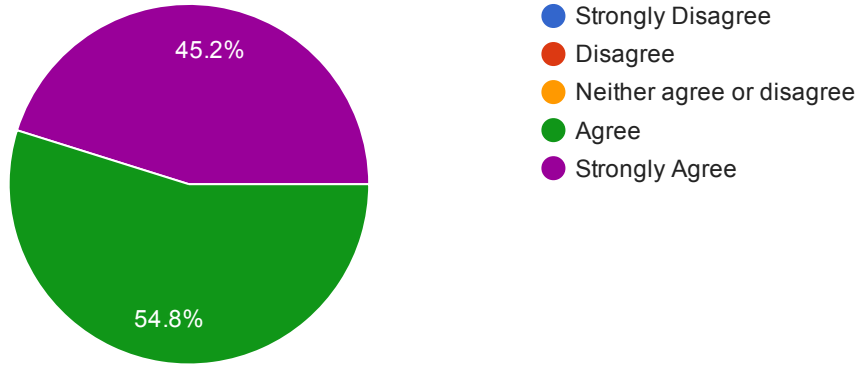


Parent Survey 1.7 and 1.8

31 responses

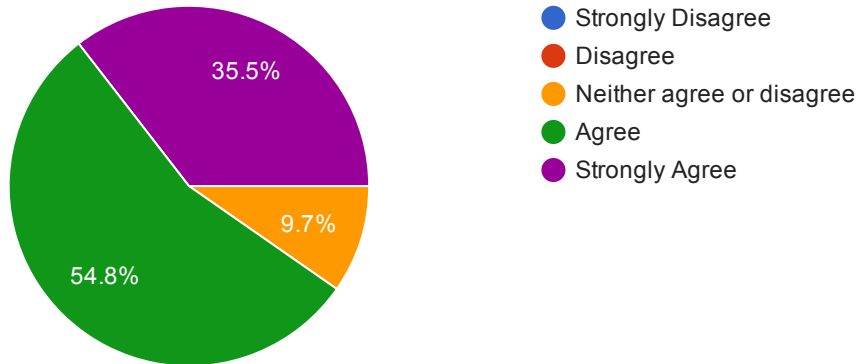
The accomplishments of my child's school have been adequately acknowledged and celebrated

(31 responses)



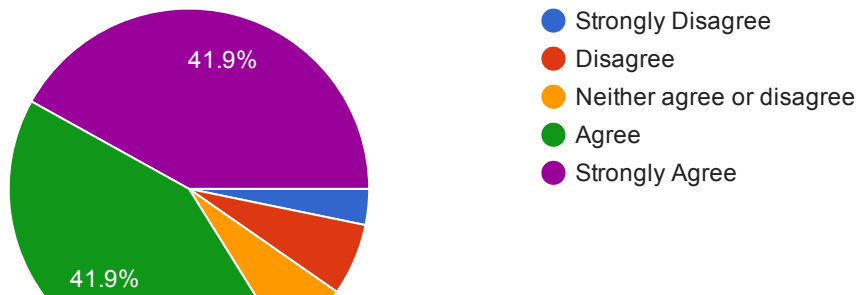
My child's individual accomplishments have been adequately acknowledged and celebrated

(31 responses)



Teachers at my child's school have adequate materials to teach effectively

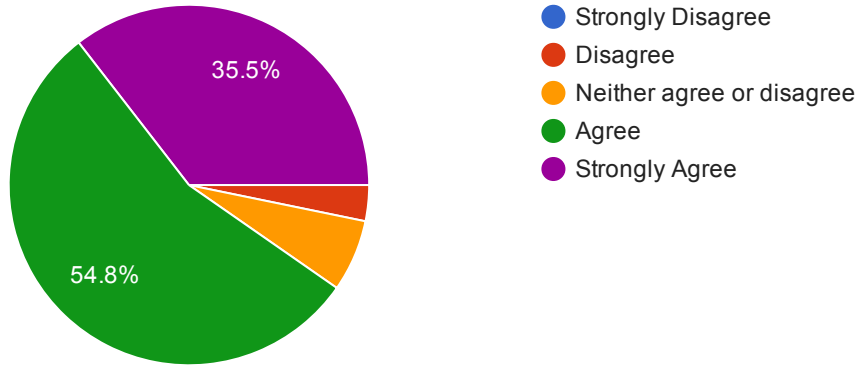
(31 responses)



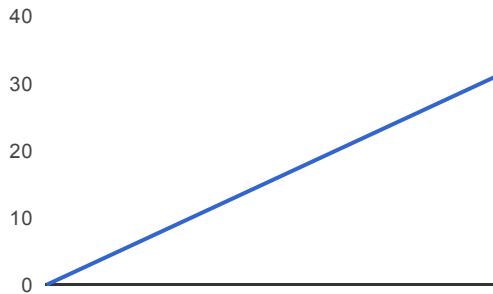


The leaders of my child's school direct the use of technology to improve teaching and learning

(31 responses)



Number of daily responses



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Marzano High Reliability Schools™

A Summary of Administrator and Staff Perceptions Regarding Leading Indicators for Level 1

Prepared by Marzano Research

for

Shive Elementary

Vernon, Texas

November 2016



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Table of Contents

| | |
|--|----|
| Table of Contents | i |
| Introduction..... | 1 |
| Data Analysis and Findings | 2 |
| Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly. | 3 |
| Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly. | 4 |
| Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives..... | 5 |
| Leading Indicator 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. | 6 |
| Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. | 7 |
| Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. | 8 |
| Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged. | 9 |
| Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. | 10 |
| Summary and Discussion..... | 11 |
| Technical Note | 12 |
| References..... | 14 |

Introduction

Administrative staff, teachers, and other stakeholders at Shive Elementary were asked to respond to an online survey designed to gauge their school's initial status on the first level of the Marzano High Reliability Schools™ (HRS) framework. Level 1 has eight leading indicators which address factors considered to be foundational to any substantive change within a school:

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Leading Indicator 1.4: Teacher teams and collaborative groups meet regularly to interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding optimal functioning of our school.

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

These eight leading indicators provide guidelines for schools wishing to work on the first level of the HRS framework and which are progressing through that level. (For a more thorough discussion of HRS, see Marzano, Warrick, & Simms, 2014.)

School stakeholders were asked to anonymously rate their level of agreement with statements related to each leading indicator. Each statement had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Stakeholders were allowed to respond to any statement with a rating of *n/a* or *no knowledge*.

To provide an aggregate summary of respondents' ratings of agreement, three descriptive statistics were calculated from the numeric values: (1) mean, (2) mode, and (3) standard deviation. The mean is the arithmetic average of the numeric values of the respondents' ratings, the mode is the most common value(s) selected by respondents, and standard deviation is a measure of the amount of variation among the numeric values. (For a more detailed discussion, see Technical Note.) It should be noted that ratings of no knowledge were treated as missing and excluded from the descriptive statistics.

Data Analysis and Findings

Table 1 displays the number of surveys that were completed by administrators, teachers, and other staff members at Shive Elementary.

Table 1: Completed Survey Counts

| | Completed Survey Counts |
|---------------|-------------------------|
| Administrator | 2 |
| Teacher/Staff | 38 |

Again, school stakeholders were asked to respond to survey items using a 5-point agreement scale. It should be noted that, in addition to calculating means from the numeric values of respondents' ratings for each item, overall means were calculated from the item means for each leading indicator. Descriptive statistics for each leading indicator are presented separately. As noted earlier, ratings of no knowledge were excluded from the descriptive statistics. Additional consideration might be warranted for any survey item with a lower than anticipated response count.

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Tables 2 and 3 list the descriptive statistics for leading indicator 1.1.

Table 2: Descriptive Statistics for Leading Indicator 1.1 (Administrator)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| Our school is a safe place. | 4.00 | 0.00 | 4 | 2 |
| Our school is an orderly place. | 4.50 | 0.71 | 4,5 | 2 |
| Our school has clear and specific rules and procedures in place. | 5.00 | 0.00 | 5 | 2 |
| Teachers and staff know the emergency management procedures for our school. | 5.00 | 0.00 | 5 | 2 |
| Teachers and staff know how to implement the emergency management procedures for our school. | 4.50 | 0.71 | 4,5 | 2 |
| Teachers, staff, and students regularly practice implementing emergency management procedures for specific incidents. | 5.00 | 0.00 | 5 | 2 |
| Our school's emergency management procedures are updated on a regular basis. | 4.00 | 1.41 | 3,5 | 2 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 2 indicates that administrators' mean item responses for leading indicator 1.1 ranged from 4.00 (rows 1 and 7) to 5.00 (rows 3, 4, and 6). The overall mean (with standard deviation in parentheses) was 4.57 (0.45).

Table 3: Descriptive Statistics for Leading Indicator 1.1 (Teacher/Staff)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| Our school is a safe place. | 4.24 | 0.88 | 4 | 38 |
| Our school is an orderly place. | 3.84 | 0.75 | 4 | 38 |
| Our school has clear and specific rules and procedures in place. | 4.21 | 0.74 | 4 | 38 |
| I know the emergency management procedures for our school. | 4.34 | 0.71 | 5 | 38 |
| I know how to implement the emergency management procedures for our school. | 4.32 | 0.70 | 4 | 38 |
| My students and I practice implementing emergency management procedures for specific incidents. | 4.41 | 0.55 | 4 | 37 |
| Our school's emergency management procedures are updated on a regular basis. | 4.23 | 0.65 | 4 | 35 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 3 indicates that teachers' and staff members' mean item responses for leading indicator 1.1 ranged from 3.84 (row 2) to 4.41 (row 6). The overall mean was 4.23 (0.18).

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Tables 4 and 5 list the descriptive statistics for leading indicator 1.2.

Table 4: Descriptive Statistics for Leading Indicator 1.2 (Administrator)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| Students and their parents describe our school as a safe place. | 4.00 | 0.00 | 4 | 2 |
| Students and their parents describe our school as an orderly place. | 4.50 | 0.71 | 4,5 | 2 |
| Students and their parents are aware of the rules and procedures in place at our school. | 4.00 | 1.41 | 3,5 | 2 |
| Our school uses social media to allow anonymous reporting of potential incidents. | 3.50 | 2.12 | 2,5 | 2 |
| Our school has a system that allows me to communicate with parents about issues regarding school safety (for example, a school call-out system). | 4.50 | 0.71 | 4,5 | 2 |
| I coordinate with local law enforcement agencies regarding school safety issues. | 5.00 | | 5 | 1 |
| I engage parents and the community regarding school safety issues. | 4.50 | 0.71 | 4,5 | 2 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 4 indicates that administrators' mean item responses for leading indicator 1.2 ranged from 3.50 (row 4) to 5.00 (row 6). The overall mean was 4.29 (0.49).

Table 5: Descriptive Statistics for Leading Indicator 1.2 (Teacher/Staff)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| Students and their parents describe our school as a safe place. | 3.82 | 0.76 | 4 | 34 |
| Students and their parents describe our school as an orderly place. | 3.66 | 0.76 | 4 | 35 |
| Students and their parents are aware of the rules and procedures in place at our school. | 3.75 | 0.81 | 4 | 36 |
| Our school uses social media to allow anonymous reporting of potential incidents. | 3.53 | 0.97 | 4 | 30 |
| Our school has a system that allows school leaders to communicate with parents about issues regarding school safety (for example, a school call-out system). | 4.11 | 0.74 | 4 | 37 |
| School leaders coordinate with local law enforcement agencies regarding school safety issues. | 4.12 | 0.82 | 4 | 33 |
| School leaders engage parents and the community regarding school safety issues. | 3.91 | 0.83 | 4 | 34 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 5 indicates that teachers' and staff members' mean item responses for leading indicator 1.2 ranged from 3.53 (row 4) to 4.12 (row 6). The overall mean was 3.84 (0.22).

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Tables 6 and 7 list the descriptive statistics for leading indicator 1.3.

Table 6: Descriptive Statistics for Leading Indicator 1.3 (Administrator)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| It is clear which types of decisions will be made with direct teacher input. | 4.50 | 0.71 | 4,5 | 2 |
| Techniques and systems are in place to collect data and information from teachers on a regular basis. | 5.00 | 0.00 | 5 | 2 |
| Notes and reports exist documenting how teacher input was used to make specific decisions. | 4.50 | 0.71 | 4,5 | 2 |
| Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions. | 4.00 | 1.41 | 3,5 | 2 |
| Groups of teachers are targeted to provide input regarding specific decisions. | 5.00 | 0.00 | 5 | 2 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 6 indicates that administrators' mean item responses for leading indicator 1.3 ranged from 4.00 (row 4) to 5.00 (rows 2 and 5). The overall mean was 4.60 (0.42).

Table 7: Descriptive Statistics for Leading Indicator 1.3 (Teacher/Staff)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| It is clear which types of decisions will be made with direct teacher input. | 3.61 | 1.12 | 4 | 33 |
| Techniques and systems are in place to collect data and information from teachers on a regular basis. | 3.92 | 1.00 | 4 | 36 |
| Notes and reports exist documenting how teacher input was used to make specific decisions. | 3.53 | 1.05 | 4 | 34 |
| Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions. | 3.76 | 1.07 | 4 | 34 |
| Groups of teachers are targeted to provide input regarding specific decisions. | 3.91 | 0.95 | 4 | 35 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 7 indicates that teachers' and staff members' mean item responses for leading indicator 1.3 ranged from 3.53 (row 3) to 3.92 (row 2). The overall mean was 3.75 (0.18).

Leading Indicator 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Tables 8 and 9 list the descriptive statistics for leading indicator 1.4.

Table 8: Descriptive Statistics for Leading Indicator 1.4 (Administrator)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| A professional learning community (PLC) process is in place in our school. | 5.00 | 0.00 | 5 | 2 |
| Our school's PLC collaborative teams have written goals. | 3.50 | 2.12 | 2,5 | 2 |
| I regularly examine PLC collaborative teams' progress toward their goals. | 5.00 | | 5 | 1 |
| Our school's PLC collaborative teams create common assessments. | 5.00 | 0.00 | 5 | 2 |
| Our school's PLC collaborative teams analyze student achievement and growth. | 5.00 | 0.00 | 5 | 2 |
| Data teams are in place in our school. | 5.00 | 0.00 | 5 | 2 |
| Our school's data teams have written goals. | 3.50 | 2.12 | 2,5 | 2 |
| I regularly examine data teams' progress toward their goals. | 5.00 | | 5 | 1 |
| I collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement. | 4.50 | 0.71 | 4,5 | 2 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 8 indicates that administrators' mean item responses for leading indicator 1.4 ranged from 3.50 (rows 2 and 7) to 5.00 (rows 1, 3, 4, 5, 6, and 8). The overall mean was 4.61 (0.65).

Table 9: Descriptive Statistics for Leading Indicator 1.4 (Teacher/Staff)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| A professional learning community (PLC) process is in place in our school. | 4.27 | 0.77 | 4 | 37 |
| Our school's PLC collaborative teams have written goals. | 3.97 | 1.10 | 4 | 35 |
| School leaders regularly examine PLC collaborative teams' progress toward their goals. | 3.83 | 1.15 | 4 | 35 |
| Our school's PLC collaborative teams create common assessments. | 4.17 | 0.91 | 4 | 36 |
| Our school's PLC collaborative teams analyze student achievement and growth. | 4.14 | 1.02 | 4 | 36 |
| Data teams are in place in our school. | 3.88 | 1.05 | 4 | 33 |
| Our school's data teams have written goals. | 3.87 | 1.07 | 4 | 30 |
| School leaders regularly examine data teams' progress toward their goals. | 3.61 | 1.17 | 4 | 31 |
| School leaders collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement. | 3.88 | 1.05 | 4 | 33 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 9 indicates that teachers' and staff members' mean item responses for leading indicator 1.4 ranged from 3.61 (row 8) to 4.27 (row 1). The overall mean was 3.96 (0.20).

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Tables 10 and 11 list the descriptive statistics for leading indicator 1.5.

Table 10: Descriptive Statistics for Leading Indicator 1.5 (Administrator)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school. | 4.00 | 1.41 | 3,5 | 2 |
| Opinion data collected from teachers and staff are archived. | 4.00 | 1.41 | 3,5 | 2 |
| Reports of opinion data from teachers and staff are regularly generated. | 4.00 | 1.41 | 3,5 | 2 |
| The manner in which opinion data from teachers and staff are used is transparent. | 4.00 | 1.41 | 3,5 | 2 |
| Our school improvement team regularly provides input and feedback about our school's improvement plan. | 4.50 | 0.71 | 4,5 | 2 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 10 indicates that administrators' mean item responses for leading indicator 1.5 ranged from 4.00 (rows 1 to 4) to 4.50 (row 5). The overall mean was 4.10 (0.22).

Table 11: Descriptive Statistics for Leading Indicator 1.5 (Teacher/Staff)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school. | 3.66 | 0.90 | 4 | 32 |
| Opinion data collected from teachers and staffs are archived. | 3.33 | 1.01 | 4 | 24 |
| Reports of opinion data from teachers and staff are regularly generated. | 3.25 | 1.00 | 4 | 28 |
| The manner in which opinion data from teachers and staff are used is transparent. | 3.19 | 1.00 | 4 | 27 |
| Our school improvement team regularly provides input and feedback about our school's improvement plan. | 3.61 | 0.99 | 4 | 28 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 11 indicates that teachers' and staff members' mean item responses for leading indicator 1.5 ranged from 3.19 (row 4) to 3.66 (row 1). The overall mean was 3.41 (0.21).

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

Tables 12 and 13 list the descriptive statistics for leading indicator 1.6.

Table 12: Descriptive Statistics for Leading Indicator 1.6 (Administrator)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| Data collection systems are in place to collect opinion data from students, parents, and the community regarding the optimal functioning of our school. | 4.00 | 0.00 | 4 | 2 |
| Opinion data collected from students, parents, and the community are archived. | 4.00 | 1.41 | 3,5 | 2 |
| Reports of opinion data from students, parents, and the community are regularly generated. | 3.00 | 1.41 | 2,4 | 2 |
| The manner in which opinion data from students, parents, and the community are used is transparent. | 3.50 | 2.12 | 2,5 | 2 |
| Our school hosts an interactive website for students, parents, and the community. | 4.50 | 0.71 | 4,5 | 2 |
| I use social networking technologies (such as Twitter and Facebook) to involve students, parents, and the community. | 5.00 | 0.00 | 5 | 2 |
| I host virtual town hall meetings. | 1.50 | 0.71 | 1,2 | 2 |
| I conduct focus group meetings with students, parents, and the community. | 2.50 | 0.71 | 2,3 | 2 |
| I host or speak at community/business luncheons. | 3.50 | 2.12 | 2,5 | 2 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 12 indicates that administrators' mean item responses for leading indicator 1.6 ranged from 1.50 (row 7) to 5.00 (row 6). The overall mean was 3.50 (1.06).

Table 13: Descriptive Statistics for Leading Indicator 1.6 (Teacher/Staff)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| Data collection systems are in place to collect opinion data from students, parents, and the community regarding the optimal functioning of our school. | 3.50 | 0.82 | 4 | 30 |
| Opinion data collected from students, parents, and the community are archived. | 3.38 | 0.88 | 4 | 24 |
| Reports of opinion data from students, parents, and the community are regularly generated. | 3.42 | 0.86 | 4 | 26 |
| The manner in which opinion data from students, parents, and the community are used is transparent. | 3.37 | 0.84 | 4 | 27 |
| Our school hosts an interactive website for students, parents, and the community. | 4.27 | 0.65 | 4 | 37 |
| I use social networking technologies (such as Twitter and Facebook) to involve students, parents, and the community. | 3.66 | 1.26 | 4,5 | 35 |
| School leaders host virtual town hall meetings. | 2.96 | 1.11 | 2 | 23 |
| School leaders conduct focus group meetings with students, parents, and the community. | 3.32 | 1.09 | 4 | 28 |
| School leaders host or speak at community/business luncheons. | 3.17 | 1.17 | 2,3 | 24 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 13 indicates that teachers' and staff members' mean item responses for leading indicator 1.6 ranged from 2.96 (row 7) to 4.27 (row 5). The overall mean was 3.45 (0.37).

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Tables 14 and 15 list the descriptive statistics for leading indicator 1.7.

Table 14: Descriptive Statistics for Leading Indicator 1.7 (Administrator)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| Our school's accomplishments have been adequately acknowledged and celebrated. | 4.50 | 0.71 | 4,5 | 2 |
| Teacher teams' or departments' accomplishments have been adequately acknowledged and celebrated. | 4.00 | 0.00 | 4 | 2 |
| Individual teachers' accomplishments have been adequately acknowledged and celebrated. | 4.00 | 0.00 | 4 | 2 |
| I acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements; the school website, or social media). | 4.50 | 0.71 | 4,5 | 2 |
| I regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff). | 4.00 | 0.00 | 4 | 2 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 14 indicates that administrators' mean item responses for leading indicator 1.7 ranged from 4.00 (rows 2, 3, and 5) to 4.50 (rows 1 and 4). The overall mean was 4.20 (0.27).

Table 15: Descriptive Statistics for Leading Indicator 1.7 (Teacher/Staff)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| Our school's accomplishments have been adequately acknowledged and celebrated. | 3.87 | 1.07 | 4 | 38 |
| My team's or department's accomplishments have been adequately acknowledged and celebrated. | 3.72 | 1.09 | 4 | 36 |
| My individual accomplishments have been adequately acknowledged and celebrated. | 3.64 | 1.11 | 4 | 33 |
| School leaders acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements; the school website; or social media). | 3.84 | 1.10 | 4 | 38 |
| School leaders regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff). | 3.68 | 1.13 | 4 | 37 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 15 indicates that teachers' and staff members' mean item responses for leading indicator 1.7 ranged from 3.64 (row 3) to 3.87 (row 1). The overall mean was 3.75 (0.10).

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Tables 16 and 17 list the descriptive statistics for leading indicator 1.8.

Table 16: Descriptive Statistics for Leading Indicator 1.8 (Administrator)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| Teachers have adequate materials to teach effectively. | 4.50 | 0.71 | 4,5 | 2 |
| Teachers have adequate time to teach effectively. | 4.50 | 0.71 | 4,5 | 2 |
| I develop, submit, and implement detailed budgets. | 4.50 | 0.71 | 4,5 | 2 |
| I successfully access and leverage a variety of fiscal resources (such as grants or title funds). | 4.00 | 1.41 | 3,5 | 2 |
| I manage time to maximize a focus on instruction. | 4.50 | 0.71 | 4,5 | 2 |
| I direct the use of technology to improve teaching and learning. | 5.00 | | 5 | 1 |
| I provide adequate training for the instructional technology teachers are expected to use. | 4.50 | 0.71 | 4,5 | 2 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 16 indicates that administrators' mean item responses for leading indicator 1.8 ranged from 4.00 (row 4) to 5.00 (row 6). The overall mean was 4.50 (0.29).

Table 17: Descriptive Statistics for Leading Indicator 1.8 (Teacher/Staff)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| I have adequate materials to teach effectively. | 3.68 | 1.09 | 4 | 34 |
| I have adequate time to teach effectively. | 3.27 | 1.15 | 4 | 33 |
| School leaders develop, submit, and implement detailed budgets. | 3.52 | 1.08 | 4 | 25 |
| School leaders successfully access and leverage a variety of fiscal resources (such as grants or title funds). | 3.48 | 1.26 | 4 | 25 |
| School leaders manage time to maximize a focus on instruction. | 3.58 | 1.25 | 4 | 33 |
| School leaders direct the use of technology to improve teaching and learning. | 3.77 | 1.17 | 4 | 35 |
| School leaders provide adequate training for the instructional technology teachers are expected to use. | 3.69 | 1.31 | 4,5 | 36 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 17 indicates that teachers' and staff members' mean item responses for leading indicator 1.8 ranged from 3.27 (row 2) to 3.77 (row 6). The overall mean was 3.57 (0.17).

Summary and Discussion

Again, administrative staff, teachers, and other stakeholders at Shive Elementary were asked to respond to an online survey designed to gauge their school’s initial status on the first level of the Marzano High Reliability Schools™ (HRS) framework. The survey had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). In addition, stakeholders had the option to respond with a rating of *n/a or no knowledge*.

Table 18 summarizes the overall means for each leading indicator.

Table 18: Overall Means for Level 1 Leading Indicators

| Leading Indicator | Administrator | | Teacher/Staff | |
|---|---------------|-----------|---------------|-----------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> |
| 1.1: The faculty and staff perceive the school environment as safe and orderly. | 4.57 | 0.45 | 4.23 | 0.18 |
| 1.2: Students, parents, and the community perceive the school environment as safe and orderly. | 4.29 | 0.49 | 3.84 | 0.22 |
| 1.3: Teachers have formal roles in the decision-making process regarding school initiatives. | 4.60 | 0.42 | 3.75 | 0.18 |
| 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. | 4.61 | 0.65 | 3.96 | 0.20 |
| 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. | 4.10 | 0.22 | 3.41 | 0.21 |
| 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. | 3.50 | 1.06 | 3.45 | 0.37 |
| 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged. | 4.20 | 0.27 | 3.75 | 0.10 |
| 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. | 4.50 | 0.29 | 3.57 | 0.17 |

Note. *M* = arithmetic mean; *SD* = standard deviation.

Table 18 indicates that administrators' overall means ranged from 3.50 (leading indicator 1.6) to 4.61 (leading indicator 1.4). Teachers’ and staff members’ overall means ranged from 3.41 (leading indicator 1.5) to 4.23 (leading indicator 1.1).

Means of 4.00 or greater suggest more respondents agreed with a survey item than disagreed. Means of 2.00 or less suggest more respondents disagreed than agreed. Means close to 3.0 suggest: (1) similar numbers of respondents who agreed and disagreed with a survey item and/or (2) more respondents who neither disagreed nor agreed with a survey item. Finally, ratings of no knowledge were excluded from

the descriptive statistics. Therefore, survey items with lower than anticipated response counts might warrant further consideration.

Technical Note

In social science research, three statistical measures can be used to describe data sets considered in an analysis: (1) mean, (2) mode, and (3) standard deviation.

To calculate the mean, the sum of scores in a data set is divided by the total number of scores in the set:

$$M = \frac{X_1 + X_2 + \dots + X_n}{n}$$

As a measure of central tendency, the mean is used to describe the center of a distribution of scores while taking into account every score in the distribution. However, it is important to note that outliers (that is, scores that are very different from most of the distribution) can have a substantial influence on the mean. Consider the following ordered set of numbers: {5, 6, 7, 8, 9, 20}. Although four numbers are less than 9 and one number is greater than 9, the mean suggests that the center of the distribution is slightly higher than 9, $M = 9.17$.

The mode of a data set is the score that appears most frequently. However, it is worth noting that more than one score might appear with the same frequency. In other words, a data set can have more than one mode. A set with two modes is bi-modal, a set with three modes is tri-modal, a set with four modes is quad-modal, and so on. Consider the following ordered set of numbers: {4, 5, 5, 7, 8, 8, 8, 9, 11, 14, 14, 14, 15, 19, 19}. The numbers 4, 7, 9, 11, and 15 occur once; the numbers 5 and 19 occur twice; and the numbers 8 and 14 occur three times. The data set is bi-modal and the modes are 8 and 14.

Standard deviation is related to the variance of a data set. The variance of a data set reflects the amount of error between the mean and the scores in the set ($X_i - M$). Stated differently, the variance provides a measure of the extent to which each score differs from the mean. However, it is important to note that individual errors can be positive or negative depending on whether a score is higher or lower than the mean. Positive and negative errors of the same magnitude (for example, ± 4) would cancel each other out when summed as a measure of total error. Therefore, the sum of squared errors is used to calculate the sample variance instead of the mean of the individual errors:

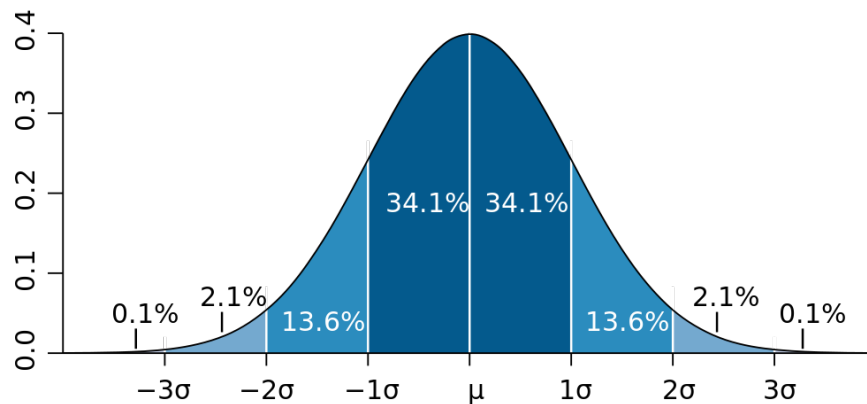
$$s^2 = \frac{(X_1 - M)^2 + (X_2 - M)^2 + \dots + (X_n - M)^2}{n - 1}$$

The sample standard deviation is the square root of the sample variance:

$$s = \sqrt{\frac{(X_1 - M)^2 + (X_2 - M)^2 + \dots + (X_n - M)^2}{n - 1}}$$

By taking the square root, the average error is expressed in the same units as the original scores in the data set instead of units squared. Standard deviation is used to describe how far the scores are spread out from each other. Generally speaking, the higher the standard deviation, the greater the variation among scores.

When using the mean and standard deviation to describe data sets, it is important to consider the distribution of scores within each set. One widely recognized distribution is the normal distribution (commonly referred to as the bell curve). As Figure TN1 illustrates, a normal distribution is symmetrical with about 68% of the data points lying within one standard deviation of the mean (Lane, n.d.).



Source: Mwtoews, 2007. μ = mean; σ = standard deviation. Image is licensed under the Creative Commons Attribution 2.5 Generic license. <http://creativecommons.org/licenses/by/2.5/deed.en>

Figure TN1: The normal distribution.

Consider a hypothetical data set of 100 numbers from a normal distribution with a mean of 50 and standard deviation of 15. Approximately 68% of the numbers would be one standard deviation from the mean (that is, 50 ± 15) and 95% of the numbers would be two standard deviations from the mean (that is, 50 ± 30). In other words, approximately 14% of the numbers would be between 20 and 35, 34% would be between 35 and 50, 34% would be between 50 and 65, and 14% would be between 65 and 80. Approximately 2% of the numbers would be less than 20 and 2% of the numbers would be greater than 80.

Consider also a 5-point agreement scale: strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). If respondents' ratings to a survey item were normally distributed with a mean of 3.0 and standard deviation of 0.5, then approximately 68% of the responses would range from 2.5 to 3.5 (3.0 ± 0.5), 14% would range from 2.0 to 2.5, and 14% would range from 3.5 to 4.0.

Given that the agreement scale contains whole numbers, the mean and standard deviation might suggest the following pattern of responses: approximately 68% of the respondents neither disagreed nor agreed with the survey item, 14% disagreed with the item, and 14% agreed with the item. Generally speaking, the higher the standard deviation, the greater the variation among responses. For instance, if the standard deviation was 1.0 instead of 0.5, approximately 68% of the responses would range from 2.0 to 4.0 (3.0 ± 1.0), 14% would range from 1.0 to 2.0, and 14% would range from 4.0 to 5.0. In other words, the larger standard deviation indicates more diversity among respondents' ratings of agreement.

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Marzano High Reliability Schools™

A Summary of Parent and Student Perceptions Regarding Leading Indicators for Level 1

Prepared by Marzano Research

for

Shive Elementary

Vernon, Texas

November 2016

**OUR MISSION**

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Table of Contents

| | |
|--|----|
| Table of Contents | i |
| Introduction..... | 1 |
| Data Analysis and Findings | 2 |
| Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly. | 3 |
| Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly. | 3 |
| Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives..... | 4 |
| Leading Indicator 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. | 5 |
| Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. | 5 |
| Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. | 6 |
| Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged. | 7 |
| Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. | 8 |
| Summary and Discussion..... | 9 |
| Technical Note | 10 |
| References..... | 12 |

Introduction

Parents, guardians, students, and other stakeholders at Shive Elementary were asked to respond to an online survey designed to gauge their school's initial status on the first level of the Marzano High Reliability Schools (HRS) framework. Level 1 has eight leading indicators which address factors considered to be foundational to any substantive change within a school:

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Leading Indicator 1.4: Teacher teams and collaborative groups meet regularly to interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding optimal functioning of our school.

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

These eight leading indicators provide guidelines for schools wishing to work on the first level of the HRS framework and which are progressing through that level. (For a more thorough discussion of HRS, see Marzano, Warrick, & Simms, 2014)

School stakeholders were asked to anonymously rate their level of agreement with statements related to each leading indicator. The survey had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Stakeholders were allowed to respond to any statement with a rating of *no knowledge*.

To provide an aggregate summary of respondents' ratings of agreement, three descriptive statistics were calculated from the numeric values: (1) mean, (2) mode, and (3) standard deviation. The mean is the arithmetic average of the numeric values of the respondents' ratings, the mode is the most common value(s) selected by respondents, and standard deviation is a measure of the amount of variation among the numeric values. (For a more detailed discussion, see Technical Note.) It should be noted that ratings of no knowledge were treated as missing and excluded from the descriptive statistics.

Data Analysis and Findings

Table 1 displays the number of surveys that were completed by parents/guardians and students at Shive Elementary.

Table 1: Completed Survey Counts

| | Completed Survey Counts |
|-----------------|-------------------------|
| Parent/Guardian | 89 |
| Student | 236 |

Again, school stakeholders were asked to respond to survey items using a 5-point agreement scale. It should be noted that, in addition to calculating means from the numeric values of respondents' ratings for each item, overall means were calculated from the item means for each leading indicator. Descriptive statistics for each leading indicator are presented separately. As noted earlier, ratings of no knowledge were excluded from the descriptive statistics. Additional consideration might be warranted for any survey item with a lower than anticipated response count.

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Tables 2 and 3 list the descriptive statistics for leading indicator 1.1.

Table 2: Descriptive Statistics for Leading Indicator 1.1 (Parent/Guardian)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| Teachers and staff at my child's school consider it a safe place. | 4.60 | 0.49 | 5 | 88 |
| Teachers and staff at my child's school consider it an orderly place. | 4.52 | 0.53 | 5 | 87 |
| My child's school has clear and specific rules and procedures in place. | 4.55 | 0.54 | 5 | 88 |
| Teachers, staff, and my child know the emergency management procedures for the school. | 4.55 | 0.55 | 5 | 86 |
| Teachers, staff, and my child know how to implement the emergency management procedures for the school. | 4.53 | 0.55 | 5 | 88 |
| Teachers, staff, and my child have practiced implementing emergency management procedures for specific incidents (for example, tornado drills, fire drills, or lockdown drills). | 4.55 | 0.59 | 5 | 87 |
| The emergency management procedures at my child's school are updated on a regular basis. | 4.48 | 0.65 | 5 | 82 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 2 indicates that parents'/guardians' mean item responses for leading indicator 1.1 ranged from 4.48 (row 7) to 4.60 (row 1). The overall mean (with standard deviation in parentheses) was 4.54 (0.04).

Table 3: Descriptive Statistics for Leading Indicator 1.1 (Student)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| I know what to do if an emergency happens at school (such as a tornado, fire, lockdown, or medical emergency). | 4.33 | 0.68 | 4 | 225 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 3 indicates that students' mean item response for leading indicator 1.1 was 4.33.

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Tables 4 and 5 list the descriptive statistics for leading indicator 1.2.

Table 4: Descriptive Statistics for Leading Indicator 1.2 (Parent/Guardian)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| My child's school is a safe place. | 4.54 | 0.58 | 5 | 89 |
| My child's school is an orderly place. | 4.54 | 0.54 | 5 | 89 |
| I am aware of the rules and procedures in place at my child's school. | 4.50 | 0.59 | 5 | 88 |
| My child's school uses social media to allow anonymous reporting of potential incidents. | 4.28 | 0.80 | 5 | 71 |
| My child's school has a system that allows school leaders to communicate with me about issues regarding school safety (for example, a school call-out system). | 4.52 | 0.57 | 5 | 86 |
| The leaders of my child's school coordinate with local law enforcement agencies regarding school safety issues. | 4.49 | 0.57 | 5 | 83 |
| The leaders of my child's school engage the community and me regarding school safety issues. | 4.45 | 0.66 | 5 | 85 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 4 indicates that parents'/guardians' mean item responses for leading indicator 1.2 ranged from 4.28 (row 4) to 4.54 (rows 1 and 2). The overall mean was 4.47 (0.09).

Table 5: Descriptive Statistics for Leading Indicator 1.2 (Student)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| My school is a safe place. | 4.13 | 0.85 | 4 | 224 |
| My school is an orderly place. | 3.82 | 1.00 | 4 | 209 |
| I know the rules and procedures at my school. | 4.26 | 0.76 | 4 | 216 |
| I can use social media to report bullying or other incidents anonymously. | 3.44 | 1.33 | 4 | 208 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 5 indicates that students' mean item responses for leading indicator 1.2 ranged from 3.44 (row 4) to 4.26 (row 3). The overall mean was 3.91 (0.36).

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Tables 6 and 7 list the descriptive statistics for leading indicator 1.3.

Table 6: Descriptive Statistics for Leading Indicator 1.3 (Parent/Guardian)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| Teachers help make important decisions at my child's school. | 4.58 | 0.59 | 5 | 80 |
| Specific groups of teachers provide input regarding specific decisions at my child's school | 4.56 | 0.55 | 5 | 75 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 6 indicates that parents’/guardians’ mean item responses for leading indicator 1.3 were 4.58 and 4.56. The overall mean was 4.57 (0.01).

Table 7: Descriptive Statistics for Leading Indicator 1.3 (Student)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| Teachers help make important decisions at my school. | 4.22 | 0.82 | 4 | 222 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 7 indicates that students’ mean item response for leading indicator 1.3 was 4.22.

Leading Indicator 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Tables 8 and 9 list the descriptive statistics for leading indicator 1.4.

Table 8: Descriptive Statistics for Leading Indicator 1.4 (Parent/Guardian)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| Teachers at my child’s school meet together on a regular basis. | 4.39 | 0.63 | 5 | 77 |
| At my child’s school, teachers who teach the same subject use the same exams, quizzes, and tests. | 4.35 | 0.72 | 5 | 65 |
| Teams of teachers at my child’s school look at student achievement data to figure out how to improve students’ learning. | 4.51 | 0.59 | 5 | 84 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 8 indicates that parents’/guardians’ mean item responses for leading indicator 1.4 ranged from 4.35 (row 2) to 4.51 (row 3). The overall mean was 4.42 (0.08).

Table 9: Descriptive Statistics for Leading Indicator 1.4 (Student)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| My teachers meet together on a regular basis. | 3.89 | 0.89 | 4 | 194 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 9 indicates that students’ mean item response for leading indicator 1.4 was 3.89.

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Tables 10 and 11 list the descriptive statistics for leading indicator 1.5.

Table 10: Descriptive Statistics for Leading Indicator 1.5 (Parent/Guardian)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| The leaders of my child's school ask teachers for their opinions about how the school should function. | 4.35 | 0.75 | 5 | 74 |
| The leaders of my child's school collect information from teachers about their opinions. | 4.46 | 0.63 | 5 | 71 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 10 indicates that parents'/guardians' mean item responses for leading indicator 1.5 were 4.35 and 4.46. The overall mean was 4.41 (0.08).

Table 11: Descriptive Statistics for Leading Indicator 1.5 (Student)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| My school's leaders collect information from teachers about their opinions. | 3.84 | 1.03 | 4 | 203 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 11 indicates that students' mean item response for leading indicator 1.5 was 3.84.

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

Tables 12 and 13 list the descriptive statistics for leading indicator 1.6.

Table 12: Descriptive Statistics for Leading Indicator 1.6 (Parent/Guardian)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| The leaders of my child's school ask for my opinion about how the school should function. | 3.92 | 1.16 | 5 | 75 |
| The leaders of my child's school have a system to save and keep track of the information they collect about my opinions. | 4.26 | 0.85 | 5 | 70 |
| Reports of opinion data collected from students, parents, and the community are generated regularly. | 4.23 | 0.87 | 4,5 | 74 |
| I understand how my opinions affect school decisions. | 4.15 | 0.99 | 4,5 | 80 |
| My child's school hosts an interactive website. | 4.36 | 0.74 | 5 | 78 |
| I visit my child's school's website often. | 4.17 | 0.99 | 5 | 84 |
| The leaders and teachers at my child's school use social networking technologies (such as Twitter and Facebook) to involve students, parents, and the community. | 4.39 | 0.84 | 5 | 79 |
| The leaders of my child's school host virtual town hall meetings. | 3.78 | 1.26 | 5 | 58 |
| The leaders of my child's school conduct focus group meetings with students, parents, and the community. | 4.19 | 0.96 | 5 | 69 |
| The leaders of my child's school host or speak at community/business luncheons. | 3.97 | 1.09 | 5 | 58 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 12 indicates that parents’/guardians’ mean item responses for leading indicator 1.6 ranged from 3.78 (row 8) to 4.39 (row 7). The overall mean was 4.14 (0.20).

Table 13: Descriptive Statistics for Leading Indicator 1.6 (Student)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| My school’s leaders ask for my opinion about how the school should function. | 3.06 | 1.27 | 2 | 199 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 13 indicates that students’ mean item response for leading indicator 1.6 was 3.06.

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Tables 14 and 15 list the descriptive statistics for leading indicator 1.7.

Table 14: Descriptive Statistics for Leading Indicator 1.7 (Parent/Guardian)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| The accomplishments of my child’s school have been adequately acknowledged and celebrated. | 4.42 | 0.77 | 5 | 77 |
| The accomplishments of my child’s teachers have been adequately acknowledged and celebrated. | 4.44 | 0.73 | 5 | 72 |
| My child’s individual accomplishments have been adequately acknowledged and celebrated. | 4.47 | 0.67 | 5 | 83 |
| The leaders of my child’s school acknowledge and celebrate individual accomplishments, teacher-team/department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, or announcements; on the school website; or using social media). | 4.44 | 0.72 | 5 | 75 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 14 indicates that parents’/guardians’ mean item responses for leading indicator 1.7 ranged from 4.42 (row 1) to 4.47 (row 4). The overall mean was 4.44 (0.02).

Table 15: Descriptive Statistics for Leading Indicator 1.7 (Student)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|---|----------|-----------|-------------|----------|
| When I achieve a goal or accomplish something important, my school’s leaders, my teachers, and other students celebrate it. | 3.34 | 1.29 | 4 | 217 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 15 indicates that students’ mean item response for leading indicator 1.7 was 3.34.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Tables 16 and 17 list the descriptive statistics for leading indicator 1.8.

Table 16: Descriptive Statistics for Leading Indicator 1.8 (Parent/Guardian)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| Teachers at my child's school have adequate materials to teach effectively. | 4.33 | 0.79 | 5 | 76 |
| Teachers at my child's school have adequate time to teach effectively. | 4.15 | 0.93 | 4 | 78 |
| The leaders of my child's school develop, submit, and implement detailed budgets. | 4.22 | 0.81 | 5 | 63 |
| The leaders of my child's school successfully access and leverage a variety of fiscal resources (such as grants or title funds). | 4.26 | 0.81 | 5 | 61 |
| The leaders of my child's school manage time to maximize a focus on instruction. | 4.28 | 0.88 | 5 | 67 |
| The leaders of my child's school direct the use of technology to improve teaching and learning. | 4.34 | 0.71 | 4 | 74 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 16 indicates that parents'/guardians' mean item responses for leading indicator 1.8 ranged from 4.15 (row 2) to 4.34 (row 6). The overall mean was 4.26 (0.07).

Table 17: Descriptive Statistics for Leading Indicator 1.8 (Student)

| Survey Item | <i>M</i> | <i>SD</i> | <i>Mode</i> | <i>n</i> |
|--|----------|-----------|-------------|----------|
| I have plenty of time to learn. | 4.22 | 0.91 | 4 | 224 |
| Teachers in my school use technology to help me learn. | 3.75 | 1.11 | 4 | 212 |

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 17 indicates that students' mean item responses for leading indicator 1.8 were 4.22 and 3.75. The overall mean was 3.99 (0.33).

Summary and Discussion

Again, parents, guardians, students, and other stakeholders at Shive Elementary were asked to respond to an online survey designed to gauge their school’s initial status on the first level of the Marzano High Reliability Schools™ (HRS) framework. The survey had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5).

Table 18 summarizes the overall means for each leading indicator.

Table 18: Overall Means for Level 1 Leading Indicators

| Leading Indicator | Parent/Guardian | | Student | |
|---|-----------------|-----------|----------|-----------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> |
| 1.1: The faculty and staff perceive the school environment as safe and orderly. | 4.54 | 0.04 | 4.33 | 0.68 |
| 1.2: Students, parents, and the community perceive the school environment as safe and orderly. | 4.47 | 0.09 | 3.91 | 0.36 |
| 1.3: Teachers have formal roles in the decision-making process regarding school initiatives. | 4.57 | 0.01 | 4.22 | 0.82 |
| 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. | 4.42 | 0.08 | 3.89 | 0.89 |
| 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. | 4.41 | 0.08 | 3.84 | 1.03 |
| 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. | 4.14 | 0.20 | 3.06 | 1.27 |
| 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged. | 4.44 | 0.02 | 3.34 | 1.29 |
| 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. | 4.26 | 0.07 | 3.99 | 0.33 |

Note. *M* = arithmetic mean; *SD* = standard deviation.

Table 18 indicates that parents’/guardians’ overall means ranged from 4.14 (leading indicator 1.6) to 4.57 (leading indicator 1.3). Students’ overall means ranged from 3.06 (leading indicator 1.6) to 4.33 (leading indicator 1.1).

Means of 4.00 or greater suggest more respondents agreed with a survey item than disagreed. Means of 2.00 or less suggest more respondents disagreed than agreed. Means close to 3.0 suggest: (1) similar numbers of respondents who agreed and disagreed with a survey item and/or (2) more respondents who neither disagreed nor agreed with a survey item. Finally, ratings of no knowledge were excluded from the descriptive statistics. Therefore, survey items with lower than anticipated response counts might warrant further consideration.

Technical Note

In social science research, three statistical measures can be used to describe data sets considered in an analysis: (1) mean, (2) mode, and (3) standard deviation.

To calculate the mean, the sum of scores in a data set is divided by the total number of scores in the set:

$$M = \frac{X_1 + X_2 + \dots + X_n}{n}$$

As a measure of central tendency, the mean is used to describe the center of a distribution of scores while taking into account every score in the distribution. However, it is important to note that outliers (that is, scores that are very different from most of the distribution) can have a substantial influence on the mean. Consider the following ordered set of numbers: {5, 6, 7, 8, 9, 20}. Although four numbers are less than 9 and one number is greater than 9, the mean suggests that the center of the distribution is slightly higher than 9, $M = 9.17$.

The mode of a data set is the score that appears most frequently. However, it is worth noting that more than one score might appear with the same frequency. In other words, a data set can have more than one mode. A set with two modes is bi-modal, a set with three modes is tri-modal, a set with four modes is quad-modal, and so on. Consider the following ordered set of numbers: {4, 5, 5, 7, 8, 8, 8, 9, 11, 14, 14, 14, 15, 19, 19}. The numbers 4, 7, 9, 11, and 15 occur once; the numbers 5 and 19 occur twice; and the numbers 8 and 14 occur three times. The data set is bi-modal and the modes are 8 and 14.

Standard deviation is related to the variance of a data set. The variance of a data set reflects the amount of error between the mean and the scores in the set ($X_i - M$). Stated differently, the variance provides a measure of the extent to which each score differs from the mean. However, it is important to note that individual errors can be positive or negative depending on whether a score is higher or lower than the mean. Positive and negative errors of the same magnitude (for example, ± 4) would cancel each other out when summed as a measure of total error. Therefore, the sum of squared errors is used to calculate the sample variance instead of the mean of the individual errors:

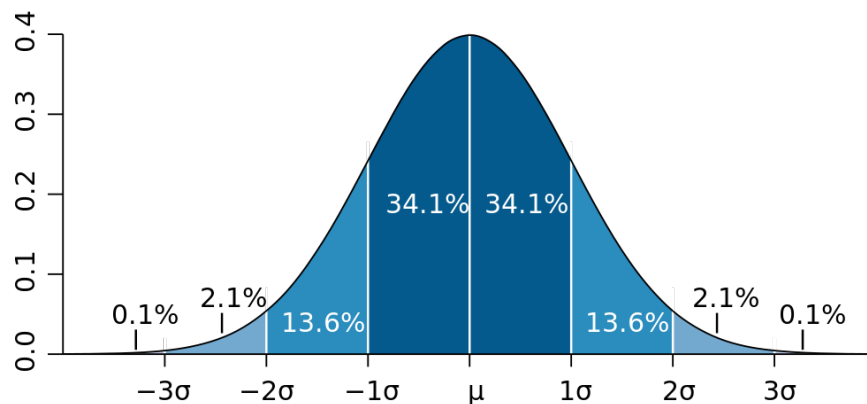
$$s^2 = \frac{(X_1 - M)^2 + (X_2 - M)^2 + \dots + (X_n - M)^2}{n - 1}$$

The sample standard deviation is the square root of the sample variance:

$$s = \sqrt{\frac{(X_1 - M)^2 + (X_2 - M)^2 + \dots + (X_n - M)^2}{n - 1}}$$

By taking the square root, the average error is expressed in the same units as the original scores in the data set instead of units squared. Standard deviation is used to describe how far the scores are spread out from each other. Generally speaking, the higher the standard deviation, the greater the variation among scores.

When using the mean and standard deviation to describe data sets, it is important to consider the distribution of scores within each set. One widely recognized distribution is the normal distribution (commonly referred to as the bell curve). As Figure TN1 illustrates, a normal distribution is symmetrical with about 68% of the data points lying within one standard deviation of the mean (Lane, n.d.).



Source: Mwtoews, 2007. μ = mean; σ = standard deviation. Image is licensed under the Creative Commons Attribution 2.5 Generic license. <http://creativecommons.org/licenses/by/2.5/deed.en>

Figure TN1: The normal distribution.

Consider a hypothetical data set of 100 numbers from a normal distribution with a mean of 50 and standard deviation of 15. Approximately 68% of the numbers would be one standard deviation from the mean (that is, 50 ± 15) and 95% of the numbers would be two standard deviations from the mean (that is, 50 ± 30). In other words, approximately 14% of the numbers would be between 20 and 35, 34% would be between 35 and 50, 34% would be between 50 and 65, and 14% would be between 65 and 80. Approximately 2% of the numbers would be less than 20 and 2% of the numbers would be greater than 80.

Consider also a 5-point agreement scale: strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). If respondents' ratings to a survey item were normally distributed with a mean of 3.0 and standard deviation of 0.5, then approximately 68% of the responses would range from 2.5 to 3.5 (3.0 ± 0.5), 14% would range from 2.0 to 2.5, and 14% would range from 3.5 to 4.0. Given that the agreement scale contains whole numbers, the mean and standard deviation might suggest the following pattern of responses: approximately 68% of the respondents neither disagreed nor agreed with the survey item, 14% disagreed with the item, and 14% agreed with the item. Generally speaking, the higher the standard deviation, the greater the variation among responses. For instance, if the standard

deviation was 1.0 instead of 0.5, approximately 68% of the responses would range from 2.0 to 4.0 (3.0 ± 1.0), 14% would range from 1.0 to 2.0, and 14% would range from 4.0 to 5.0. In other words, the larger standard deviation indicates more diversity among respondents' ratings of agreement.

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Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

1. What are the teacher qualifications, certifications, etc.? Paraprofessionals?

All teachers are certified in the content area they teach(23)

Teachers with three or more years experience - 18

Teachers with less than three years experience - 5

First year teachers - 2

Instructional Paraprofessionals(11)

Instructional Paraprofessionals with three or more years experience - 6

Instructional paraprofessionals with less than three years experience - 3

First year Instructional Paraprofessionals - 2

Additional strength: We have four staff members who can translate Spanish in both verbal and written form.

2. What does the general data reflect regarding teacher quality on the campus?

We have effective teachers

3. How are follow-up data regarding teacher performance provided to teachers?

PowerWalk Data

Walk-through data

TTESS data

Local and State Assessment data

5. What is our staff attendance rate? Retention rate? Turnover rate?

Attendance rate is good minus time out of the classroom for training

The past three years turnover rate was high; however we only had replace two teachers this year.

2015-2016 -6 teacher replacements, 2016-2017 - 5 teacher replacements, 2017-2018 - 2 teacher replacements

6. How is highly effective staff assigned to work with the highest need students?

Our most experienced and successful student results were moved to the Math and Reading Intervention teachers so they can serve both 4th and 5th grade students.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

8. How is new staff supported? What feedback do they provide?

Assigned a campus mentor, 1st year teachers attend new teacher academy.

9. What systems are in place to build capacity and support the notion of continuous improvement?

Growth Mind-set, open dialogue, staff feed back, PLCs, HRS Participation, Balanced Literacy Cohort participation

10. How are we using data to determine professional development for staff?

Teachers are attending PD in the areas in need of improvement: Balanced Literacy and ASOT teaching strategies
Campus PD is provided for technology and other programs(DMAC, RTI, AM/AR)

11. How are collective and individual decisions regarding professional development determined?

Informal input, teacher input form on website, data results

12. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?

Balanced Literacy, HRS ASOT, Fundamental Five, technology
Monitored by PowerWalks, Peer Observations, Instructional rounds, walk-throughs

Staff Quality, Recruitment and Retention Weaknesses

4. How are we recruiting highly qualified and effective staff?

7. What is the impact/effect of our teacher mentor program?

No data

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

We need to create an environment that attract and retain effective teachers.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

1. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?

Teachers follow the YAG provided by TEKSresource.

Teachers use DMAC to track data on each TEK

Teacher lesson plans reflect which TEK is taught

2. How is data used to inform curriculum, instruction, and assessment decisions?

Teachers use DMAC to assess students' knowledge and understanding of the TEKS and formative assessments. Teachers analyze data provided by DMAC and formative assessments to determine what needs to be retaught and what needs to be enriched.

Teacher use a Common Assessment data reflection page, as well as, a Common Planning guide for the next unit which incorporates reflections and adjustments.

3. What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?

The data suggest that there are still gaps between grade levels....especially between 3rd and 4th grade. Teachers most of the first six weeks filling in gaps from the previous year based on STAAR data.

4. How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills?

Instruction is more collaborative with student groups working together focused to foster problem-solving, higher order thinking, and collaboration skills.

5. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners?

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Common Assessment Analysis; Common Planning Unit Guide; PLC Meeting Notes; RTI data.

6. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups?

Teachers implement researched-based strategies; attend Marzano's High Reliability Schools training; Attend Balanced Literacy training.

A major activity that helps support our teaching which produces results is the Renaissance Accelerated Math program. We use it with fidelity and consistency.

We have proven results for all student groups. I do not believe that it is used across the District in the same manner.

7. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?

We implemented a math and reading intervention class last year. Most students who attended these classes showed an more than one year's worth of growth.

ESL and low performing students need these interventions.

8. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?

With the implementation of the Fundamental Five framework, along with ASOT strategies, student independence and high levels of engagement have increased. We are slowly transitioning from a traditional teaching model of direct whole group instruction to more student centered small group or collaborative instruction.

9. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?

10. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?

11. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

We use multiple data points and multiple data resources.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?

We only have a few families who do not show up for Meet the Teacher.

Family Learning Night

We have a decent turn-out for Parent Conference Day.

Last Spring we hosted a Shive Showcase in which Parents and Visitors were able to walk the halls and see what learning has been taken place.

5. What types of services are available to support students in special programs? What are the results?

We have several services available to support all students in need:

PowerPak Food Packs

Clothes Closet

Full-time District Social Worker

Outside Counseling Referrals

Family and Community Involvement Weaknesses

2. How are families and the community members involved in school decisions?

Parents and community members serve on the Site-Based Decision Making Team

We have parent and community input forms located on our website.

Campus Surveys

3. What types of services are available to support families, community members, and students to encourage healthy family relationships?

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

District Social Worker

4. If families speak languages other than English, what are these languages? How does the school communicate in those languages?

Spanish - We have five staff members who can communicate in Spanish, both written and verbal.

Karen - We contact the local translator to share any concerns.

6. What types of community partnerships exist to support families and students?

The Vernon Boys and Girls Club

Local churches for donations

District Social Worker

Catholic Charities- student counseling

Family and Community Involvement Needs

Parent and community training in healthy relationships

Training on the dangers and impact of social media

School Context and Organization

School Context and Organization Strengths

1. To what degree does the district/school support the organization and how?

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

2. What does the data reflect about classes, schedules, and student/staff teams?

3. How is adequate time devoted to subjects in which students perform poorly?

Time is devoted during the day in two different periods. We first have a Study Hall Period in which students work on AM or AR. This is also the time that students attend the math or reading intervention classes if needed. This class period is 55 minutes, three days a week.

Secondly, we have a RTI/tutorial period in which students are grouped together by progress/mastery of certain TEKS. This period is 45 minutes, four days a week.

4. How do teachers have a voice in decision making and school policies?

Each teacher serves on a campus committee which serve as the decision makers in most, if not all, campus-based decisions.

Teacher also can provide input anonymously, if they choose, via google form located on the website.

5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?

Teachers are the decision makers in how and what assessments will be used. The content teacher and their teaching partner, together, create or decide on appropriate assessments.

6. Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

Yes. Each committee has a chair person who acts as a liaison between the committee and the principal to communicate the committee's concerns, suggestions, or solutions. Most decisions are a committee decision.

7. What are the students', parents' and community perceptions of the school?

Shive has had a negative reputation for many years. We are working hard to turn that perception into a positive through parent communication and activities.

8. What do school expectations reveal?

Comprehensive Needs Assessment

Technology

Technology Strengths

6. In which content areas are we using technology and how? What is the effect?

Technology is used in all content areas. We are limited to the amount of resources, but the effect of the use of technology has resulted in an increase of student engagement.

7. How does the design of the network provide for the users it supports?

Our network design and continuous upgrades supports our use of technology.

8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

We use technology to deliver curriculum and support instruction through technology based activities. We use technology based programs for reteach and enrichment opportunities such as Open Book, iStation, and Think Through Math.

DMAC is used for a variety of resources including data analysis and student tracking information.

Technology Weaknesses

1. What technology do we have?

Classroom teachers have a document camera, two student computers, and a projector.
We have two computer labs; one which is occupied by the computer class, four out of six periods.

We only have 2 classroom sets of ipads. Some teachers have a mimio board, but they do not work. The technology department does not know how to fix the issues.

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

2. What is the technology proficiency for staff and students?

Due to lack of resources, it is hard to assess.

3. How does staff feel about technology?

I have many staff who want to incorporate technology, but due to limited access, it is not possible to do as much as they like.

4. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?

The barrier that prevents effective use is monetary resources.

5. What types of technology professional development have we provided? What was the impact for staff and students?

Due to students having limited access, no technology training has been provided to students. Teachers have been trained on google apps, but again, due to limited access, teachers use the basic, Google Drive, Google Docs, and Good Sheets.

Technology Needs

Monetary resources.

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools