

# Plainview Independent School District

## Highland Elementary School

2019-2020



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# Comprehensive Needs Assessment

## Needs Assessment Overview

A comprehensive needs assessment has been completed based on 2017-2018 data-based evidence from a wide list of sources. Data collection and evidence for the CNA basis are compiled in a notebook sectioned by the area: demographics, student achievement; school culture and climate; curriculum, instruction and assessment; parent and community engagement; school context and organization; technology. Multiple measures and sources of data are used to build the picture of the campus and our overall functioning as a learning community. Goals for 2018-2019 target:

- Reading Performance, Grades 3-5
- Reading Development and Growth, Grades K-2
- Writing Development Growth and Performance
- Closing the Gaps for sub-populations and in all tested areas, Reading, Math, Writing, and Science
- Increasing Parent Involvement and Engagement

A major identified need is to increase the number of students performing at Meets/Masters Standard.

Additional supported needs to help attain these goals include:

- increased use of technology to further individualize instructional plans
- an aligned, purposeful professional development plan for the campus as well as for teams and individuals
- parent input and education for helping students achieve high standards
- resources aligned to high leverage standards
- vertical collaboration and conversation of supports
- continued implementation of highly functioning professional learning communities
- attention to maintaining and then extending a positive school culture and climate

# Demographics

## Demographics Summary

2018-2019 Enrollment 410 with grades PK-5

Two sections (AM, PM) of PK, 3 sections of classrooms for each grade level, K-5

Campus is located at 1707 West 11th and comprises 1 block of area. Location is central in the city with a contiguous attendance zone ranging from 5th to 16th Streets North and South and Houston to Yonkers Streets East to West. Highland is considered a true neighborhood school and is currently at 94% capacity. Historically, capacity ranges from 93-99%.

Ethnicity: 82% Hispanic; 12.5% White; African American 3.9%; Asian .2%; American Indian .5%; Two or More Races .9%

Student groups: 825 Economically Disadvantaged; 5.5 % English Learners; 5.7% Students Receiving Special Education including Speech only; 485 Male; 52% Female

Staff Data: 38 Full Time Staff; 24.1 FTE;

Parent Information: Economic levels range from high to lowest levels of poverty; College professors with doctorate/graduate degrees; grandparent as parents with no income or work

Student Outcomes and Performances: See Student Performance

## Demographics Strengths

Demographic Strengths include

stability along with small variances in percentages between selected groups: All students, Eco Disadvantaged, Hispanic

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Highland has a relatively high percentage of Economically Disadvantaged students not limited to one ethnicity group.

# Student Achievement

## Student Achievement Summary

Accountability Rating of Met Standard

Domain Scores: Student Achievement 70 School Progress 77 Closing the Gaps 71

Masters Grade level 14%; Meets Grade level 35%; Approaches Grade level 73% (above district %)

Grade Level Performance 3 of 8 targets met; Academic Growth/Graduation Rate 5 of 8 targets met; Student Achievement 2 of 8 targets met

Identified Need Areas: Reading Achievement, Writing Achievement, Science Achievement, Targets on sub-populations

Increase Domain 1 and 3 along with intentional actions to increase Meets Standard and Masters Standard

Increase DRA progress monitoring for planned growth in levels and reading performance

Attend to "Best First Teach" to build increased learning performance and then, secondary, to plan an effective intervention action.

## Student Achievement Strengths

Top 25%: Comparative Academic Growth

Above district % in Approaches Grade level range

Math Scores in 4th grade all groups and overall Math improvement from Spring 2017-2018

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** There is a comparative low number of students at meets/masters level to approaches standard. **Root Cause:** "First teach" direct instruction is at approaches level of complexity and depth.

# School Culture and Climate

## School Culture and Climate Strengths

Highland overall has positive culture and a neighborhood school climate.

--TEAM:Highland

--open and welcoming campus

--strong collegial relationships and team-building efforts

--staff interactions and relationships are very supportive

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

Highland staff are all highly qualified.

Quality is high of experienced teachers and new teachers exhibit good preparedness from college prep programs.

Alternative certified staff receive extra support from campus and district.

Several staff are working on master degrees/advanced learning.

Learning/graduate learning is encouraged.

District is promoting "Pathway to Teaching" and campus has several excellent candidates.

Encouragement and increased opportunities for learning, professional development, and voice in decision making.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Applicant choices are very limited, often only one candidate is available for consideration. **Root Cause:** There are not enough high quality applicants, especially in high need areas.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Strengths

- Increase in district planning and collaboration
- grids/plan of mapping for Units at K-5 and in Reading and Math
- PLCs on all levels; district PLCs at 4-5 for Unit CBAs and Benchmarks
- Data analysis to adjust instructional needs
- Grade level PLCs at Highland are functioning at varied levels--Overall, all are focused and attending to student needs through Questions 1-4
- CBA/Benchmark plans and disaggregation of data



# Parent and Community Engagement

## Parent and Community Engagement Strengths

- High number of informational pieces and activities from 2017-18
- High social participation from parents
- Positive support from parents and families with encouraged participation and involvement
- Increased opportunities to participate
- high social media presence on Facebook
- multiple ways to involve parents/families

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** There are too few offerings for parents with an academic focus for true parent engagement. **Root Cause:** We have focused on participation/attendance numbers versus planning for engagement.

# Technology

## Technology Strengths

- technology pieces are in student use (ipads, laptops)
- flipped classrooms using technology
- added projectors in all instructional areas
- technology targeted for use in instruction with students actually using pieces
- expectations for staff technology use
- 3 SMART boards used for instructional purposes

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices


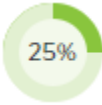






# Goals

**Goal 1: Based on STAAR Reading results, Highland will increase the percentage of students performing at the MEETS level by 10% (from 34% to 44%) by May 2020.**

**Performance Objective 1:** Increase Reading performances at the MEETS level by 10%

**Evaluation Data Source(s) 1:** STAAR results Spring 2020

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Reading instruction will be provided based on data and planned to meet student needs: -Direct Teach/First Teach ----Intervention based on strengths/needs -----Enrichment -----Extension	2.4, 2.5, 2.6	Principal/AP Team Leads Grade level PLCs	Improved reading performance with more students at meets/masters level.				
2) Reading will be progress monitored at consistent intervals and Guided Reading will be utilized to provide instruction based on PM.	2.4, 2.5, 2.6	Principal/AP Team Leads Grade level PLCs	Tracking of student growth and implementing targeted reading plans will indicate overall positive gains in reading levels.				
3) Content Objectives, Language Objectives and Academic Vocabulary will be a focus during lesson planning in ELAR. Lesson plans will have intentional Higher Order Questions Content and Language Objectives planned and denoted. Academic Vocabulary will also be denoted.	2.4, 2.5, 2.6	Principal/AP Team Leads PLCs	Students will indicate an increased level of performance in STAAR Reading.				
4) Highland will monitor Hispanic special population performances in Reading during PLCs.		Principal/AP Team Leads	Increase Hispanic special population performance on STAAR Reading by 7%				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

**Goal 2: Based on 2018-2019 EOY DRA results for Grades K-2, Highland will increase the percentage of students reading on grade level by 17% (from 63% to 80%).**

**Performance Objective 1:** Reading performance based on DRA will increase in grades K, 1, and 2 by 17%

**Evaluation Data Source(s) 1:** EOY DRA reading levels

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Foundations Phonics Program will be implemented with fidelity in grades K-2 with supplemental use in grade 3+.		Principal/AP Team Leads	Systemic improvement over time in reading performance including spelling.				
<b>Additional Targeted Support Strategy</b> 2) Through use of DRA progress monitoring piece student growth in reading development will be tracked.	2.4, 2.5, 2.6	Principal/AP Team Leads PLCs by grade level	increased number of students reading on grade level by end of year assessments				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							



### Goal 3: Based on STAAR Writing results, Highland will increase the percentage of students performing at the MEETS level by 6% by May 2020.

**Performance Objective 1:** Increase of 6%

**Evaluation Data Source(s) 1:** 2020 STAAR Writing results

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Additional Targeted Support Strategy</b> 1) A consistent writing program with TEKS based resources will be utilized in all grades K-4.  Staff will participate in a vertically aligned professional development plan targeted at writing.	2.4, 2.5, 2.6	Principal/AP Team Leads	increased instructional time in writing and integrated ELAR  increased performance in writing				
<b>Additional Targeted Support Strategy</b> 2) Writing Workshop practices will be incorporated in Kindergarten and 4th Grade.  Professional development will be provided throughout the year.	2.4, 2.5, 2.6	Principal/AP Team Leads	increased use of Writer's Workshop practices and activities  increased writing performance				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 4: Based on Student Achievement data, the special education special population group will increase the percentage of students performing at the MEETS level by 7% (from 16%-23%) in all tested content areas by May 2020.**

**Performance Objective 1:** Increase performance in all tested content areas by 7%

**Evaluation Data Source(s) 1:** STAAR 2020 Reading, Math, Writing, Science

**Summative Evaluation 1:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Additional Targeted Support Strategy</b> 1) Highland will monitor SpEd student performance in all areas during PLCs.  Reading Writing Science Math	2.4, 2.5, 2.6	PLCs by grade levels Team Leads Principal/AP	Increased student performance for SpEd students in Reading, Math, Science, Writing				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Goal 5: Based on STAAR Math results, Highland will increase the percentage of students performing at the MEETS level by 2% (from 44% to 46%) by May 2020.**

**Performance Objective 1:** Increase performance at the MEETS level by 2%

**Evaluation Data Source(s) 1:** 2020 STAAR Math results

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor & adjust instruction and delivery according to student performance on local Math assessments during PLCs		Principal/AP Team Leads	Increased performance on Math STAAR				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

## Goal 6: Highland will increase parental involvement communication by sending a newsletter once a month for the 2019-2020 school year.

**Performance Objective 1:** Increased level of home to school communication

**Evaluation Data Source(s) 1:** Calendar of scheduled activities, Agendas, Sign-ins, Minutes of activities, Parent Surveys

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Highland will send home a monthly newsletter with a focus on academic information and upcoming events	3.1, 3.2	Principal/AP Team Leads Grade level PLCs Lead Teachers	Overall increase in parent involvement				
2) Develop a committee comprised of PTO members and staff members that meets a minimum of 1x per semester		Principal/AP	Overall increase in parental involvement due to staff and PTO communication				

= Accomplished   
 = Continue/Modify   
 = No Progress   
 = Discontinue

# State Compensatory

## Budget for Highland Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6117-05-105-0-30-036	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$8,000.00
211-11-6117-00-105-9-30-036	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$3,064.00
211-11-6119-00-105-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$110,581.00
199-11-6129-00-105-0-30-000	6129 Salaries or Wages for Support Personnel	\$161,957.00
199-11-6129-00-105-0-34-000	6129 Salaries or Wages for Support Personnel	\$26,525.00
199-12-6129-00-105-0-30-000	6129 Salaries or Wages for Support Personnel	\$21,066.00
199-11-6141-00-105-0-30-000	6141 Social Security/Medicare	\$1,924.00
199-11-6141-00-105-0-34-000	6141 Social Security/Medicare	\$385.00
199-12-6141-00-105-0-30-000	6141 Social Security/Medicare	\$305.00
211-11-6141-00-105-9-30-000	6141 Social Security/Medicare	\$1,603.00
199-11-6142-00-105-0-30-000	6142 Group Health and Life Insurance	\$26,598.00
199-11-6142-00-105-0-34-000	6142 Group Health and Life Insurance	\$4,092.00
199-12-6142-00-105-0-30-000	6142 Group Health and Life Insurance	\$4,092.00
211-11-6142-00-105-9-30-000	6142 Group Health and Life Insurance	\$8,184.00
199-11-6144-00-105-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$13,036.00
199-11-6144-00-105-0-34-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,135.00
199-12-6144-00-105-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,696.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199-11-6146-00-105-0-30-000	6146 Teacher Retirement/TRS Care	\$3,643.00
199-11-6146-00-105-0-34-000	6146 Teacher Retirement/TRS Care	\$597.00
199-12-6146-00-105-0-30-000	6146 Teacher Retirement/TRS Care	\$474.00
211-11-6146-00-105-9-30-000	6146 Teacher Retirement/TRS Care	\$11,141.00
199-12-6147-00-105-0-30-000	6148 Employee Benefits - Locally Defined	\$6.00
211-11-6147-00-105-9-30-000	6148 Employee Benefits - Locally Defined	\$12.00
199-11-6147-00-105-0-30-000	6148 Employee Benefits - Locally Defined	\$42.00
199-11-6147-00-105-0-34-000	6148 Employee Benefits - Locally Defined	\$6.00
<b>6100 Subtotal:</b>		<b>\$411,164.00</b>
<b>6200 Professional and Contracted Services</b>		
211-13-6239-00-105-9-30-000	6239 ESC Services	\$1,000.00
211-13-6329-00-105-9-30-999	6239 ESC Services	\$420.00
<b>6200 Subtotal:</b>		<b>\$1,420.00</b>
<b>6300 Supplies and Services</b>		
211-11-6329-00-105-9-30-000	6329 Reading Materials	\$2,000.00
199-11-6399-16-105-0-24-004	6399 General Supplies	\$1,000.00
211-11-6399-00-105-9-30-000	6399 General Supplies	\$1,000.00
211-11-6399-00-105-9-30-066	6399 General Supplies	\$9,923.00
211-11-6399-00-105-9-30-999	6399 General Supplies	\$700.00
211-13-6399-00-105-9-30-000	6399 General Supplies	\$500.00
211-61-6399-00-105-9-30-000	6399 General Supplies	\$1,269.00
<b>6300 Subtotal:</b>		<b>\$16,392.00</b>
<b>6400 Other Operating Costs</b>		
211-13-6411-00-105-9-30-000	6411 Employee Travel	\$6,000.00
211-23-6411-00-105-9-30-000	6411 Employee Travel	\$2,339.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6400 Subtotal:</b>		<b>\$8,339.00</b>





# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daniela Gonzales	Paraprofessional	SCE	1.00
Erica Esquivel	Paraprofessional	SCE	1.00
Janelle Styne	Teacher	Title I	1.00
Julianne Alcala	Paraprofessional	SCE	1.00
Lisa Riley	Paraprofessional	SCE	1.00
Lucy Aguilera	Julianne	SCE	1.00
Melba Herrera	Paraprofessional	SCE	.50
Millie Whitaker	Paraprofessional	SCE	1.00
Sharon Lambeth	Teacher	Title I	1.00
Velma Thompson	Paraprofessional	SCE	.50

# Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Minga Rodriguez	PreKindergarten
Classroom Teacher	Julie Snellgrove	Kindergarten Team Lead
Classroom Teacher	Donna Holt	First Grade Team Lead
Classroom Teacher	Griselda Amaya	Second Grade Team Lead
Classroom Teacher	Chelsea Criswell	Third Grade Team Lead
Classroom Teacher	Jennifer Stephenson	Fourth Grade Team Lead (ELAR)
Classroom Teacher	Leigha Pate	Fifth Grade Team Lead (Science)
Administrator	Deborah Alcozer	Principal
Standing - Scribe	George Hutcheson	Assistant Principal
Paraprofessional	Lucy Aguilera	Technology
School-wide Support	Kristi Castillo	Counselor
School-wide Support	Patty White	Dyslexia
School-wide Support	Desiree Richardson	SpEd