

Harlandale Independent School District

Collier Elementary School

2019-2020

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics for 2018 - 2019

Collier Elementary campus student enrollment: 491

Ethnicity:

Hispanic - 99.6%

White - .4%

Economically disadvantaged: - 91.9%% English Language Learners: - 18.1%

English Learners - 18.4%

At-Risk: 423 - 82.8%.4

Special education: 8.4%

Mobility rate: 18.3%

Beginning Teachers (1-5 yrs. experience): 17 - 52.4%40%

Attendance Rate

2017 - 2018 - 95.6%

2016-2017 - 95.7%

2015-2016 - 95.9%

Demographics Strengths

Subpopulation consists of mainly hispanic students with same economic status.

All teachers are highly qualified.

Small migratory population.

Community rich in cultural heritage.

Tutors are former campus retired teachers and support staff.

Student Achievement

Student Achievement Summary

STAAR Result for all contents combined for the year: 2015 - 2016, 2016 - 2017, 2017 - 2018 academic years.

2016 2017 2018

- Reading 54% 51% **58%**
- Math 60% 65% **75%**
- Writing 54% 45% **49%**
- Science 59% 58% **67%**

Student Achievement Strengths

Teachers will continue to utilize the TEKS Resource for planning, and stay on target with district's scope and sequence.

Continue to have district instructional coaches provide guidance and assistance to Writing and Reading.

Continue to provide students with Tier 2 instruction through RTi support in Reading and Writing.

Weekly PLC's Kinder thru 5th grade.

Use of PA's at the end of units in all core areas.

Walkthroughs with feedback.

Improvement of Tier1 instruction in all subject areas.

Disaggregation of data in after campus benchmarks, district benchmarks, and mini/weekly benchmarks.

Incorporation of writing in all content area from Kinder to 5th grade.

Incorporation of writing process in all grade levels.

The use of research based instructional practices learned through bookstudy.

Attend district staff development for ELAR, math and science.

One full day planning every six weeks Kinder thru 5th grade.

Training on TEA Writing Rubric.

Use of Consultants to provide additional support for building capacity on Tier 1 for ELAR instruction.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There was not a significant growth in Writing from the 2017 to 2018 school year. **Root Cause:** High number of new teachers with low number of years of experience.

School Culture and Climate

School Culture and Climate Summary

All faculty, staff and students will feel safe. Activities will be scheduled on the school calendar throughout the year to showcase student progress in their learning. Throughout the year, parents will be encouraged to participate on all events through monthly calendars and school website.

School Culture and Climate Strengths

System is in place for discipline reports.

Counselor is available to meet and address student concerns as needed.

Parent needs are addressed through open door policy.

Social Worker provides monthly 2nd Cup meetings.

Recognize students for good grades and attendance every six weeks.

Recognize parents for student attendance in middle of the year and end of year.

Create clubs that will broaden student learning (Robotics, Chess, Student Council, Girl and Boy Scouts, and Choir)

Active PTA.

Establish class Book Clubs in 1st grade thru 5th grade.

Social worker is proactive in implementing and monitoring student mentoring program for attendance.

Student incentives are in place to encourage meeting attendance, academic and reading goals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and paraprofessionals are highly qualified.

60% of teachers have five years or more of teaching experience.

PD is provided throughout the year locally and through Region 20.

Staff Quality, Recruitment, and Retention Strengths

Professional development has been provided throughout the academic year to improve Tier 1 instruction.

Weekly PLC's in place to disaggregate student data and target individual student needs.

Book study in place to target improvement of Tier 1 instruction for all teachers.

Low turnover rate for the 2018-2019 academic year

Provide teachers with additional planning time throughout the year.

Weekly PLC's to allow teachers to disaggregate assessment data, instructional planning, discussion of high yielding strategies, build Tier 1 instruction through book study and analyze student work.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Assessments used to measure student achievement were: TPRI, mClass, DRA, TejasLee, District benchmark, and ongoing progress monitoring.

Manage and monitor the alignment of curriculum across the campus ensuring that TEKS are unwrapped and taught effectively through multiple modalities.

Use of the TEKS Resource guide to build robust lesson plans which are aligned to the TEKS.

Curriculum, Instruction, and Assessment Strengths

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Use of the TEKS Resource guide to build robust lesson plans which are aligned to the TEKS.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents are engaged in monthly meeting to inform parents on how to support their child in learning to achieve academic success.

Parent meeting focus on various topics such as "Bulleying", instructional support, parental resources, and attendance polociies.

Hold events which bring focus to development of student success in literacy.

Provide programs to recognize student success.

Parent and Community Engagement Strengths

Hold parent monthly meetings to inform parents of academic information and expectation and support student success.

Hold 6 week awards for A, AB, most improved, good character and attendance ceremonies in the evenings so parents have opportunity to attend/participate.

Recognition assemblies for "Perfect Attendance", "Student of the Month", and "Top Reader" awards every six weeks during the school day so all students can be recognized.

Yearly events such as school Carnival, Bike rodeo, Veterans assembly, Book Fairs, Talent Show, Cultural Arts Parade, choir performances, Authors Day, and event competitions such as Chess, Robotics and Battle of the Books.

Hold yearly STEM and Literacy nights.

Science

Technology

Technology Summary

Use of computers.

Students have access to iPads, laptops and a computer lab.

Technology Strengths

Three cows available to students.

Students have access to iPads, laptops and a computer a lab.

Students utilize throughout the day and contents, research based computer programs to reinforce areas of content needs and to provide more advance learning in all contents.

Programs such as Learning A to Z and Edusmart.

Priority Problem Statements

Problem Statement 1: There was not a significant growth in Writing from the 2017 to 2018 school year.

Root Cause 1: High number of new teachers with low number of years of experience.

Problem Statement 1 Areas: Student Achievement

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

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Increase percentage of students, including DL and special education students, to meeting or exceeding STAAR passing standards by 15% in meets.

Performance Objective 1: To increase student Academic Achievement STAAR performance at Meets in Reading by 15%.

Evaluation Data Source(s) 1: Eduphoria data reports by student and teacher

Lesson Plans

Classroom Walk-throughs

Common mini assessments

District Benchmark Assessments


District PD Agendas and certificates

Professional learning PLC's in Reading(student data, book study, Live Learning, and lesson planning) sign in sheets.

Daily Guided Reading across all grade levels.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Create a master schedule to provide teachers with opportunities to collaborate about student data, student work, and pedagogy. 2. Provide professional development in best practice for building teacher capacity for teaching reading. 3. Provide teachers with professional development on teaching authentic writing. 4. Provide Instructional coaches to teachers who show need for further development in best practice.	2.4, 2.5, 2.6	Principal AD Instructional Coaches Special Education Lesion Bilingual Facilitator Teachers	District Curriculum based Assessments Progress monitoring data TPRI/Tejas Lee data DRA student dat mClass student data Campus mini assessments RTi				
2) Teachers will attend district staff development as well as PD from outside agencies to address all students in reading, math, science and social studies.		Principal	PO's T-TESS Walkthroughs District Assessment results				
3) Provide substitutes for staff development , vertical and horizontal planning.	2.4, 2.6	Principal AD	Substitute Logs Sign in sheets				
4) Weekly PLC's for each grade level and content (ELAR, Science & Math)	2.4, 2.6	Principal AD	Sign-in sheets Agenda Meeting Minutes				
5) All science teachers will implement the 5 E Model in their lesson plan to show integration of hands-on activities as per grade level and C & I requirement.		Principal AD Teachers	Lesson Plans TRS PA's DBM's Science Journals K - 5 Six Week Restructuring Campus Assessments				
6) Utilize student journals to show evidence of high yield strategies, vocabulary and scientific investigation.		Principal AD Teachers	Lesson Plans Student Journals (Artifacts) Walk-through feedback				
							

Goal 2: Foster a culture that prepares students for higher education and work force readiness.

Performance Objective 1: Collier will develop and promote positive relationships with students, parents and community members through increased communication, family engagement opportunities and partnerships with our community.


Evaluation Data Source(s) 1: Six Weeks Awards Ceremony
 Communication Logs by Counselor and Social Worker
 2nd Cup Sign-in
 School events for families to become engaged in their student's learning process.
 Parenting Partners
 PTA meetings


Summative Evaluation 1: Significant progress made toward meeting Performance Objective


Targeted or ESF High Priority


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Students will be provided with after school tutoring three days a week.	2.4, 2.5, 2.6	Principal AD Teachers Support Staff/Aids ACE Program ACE Coordinator	DBM (November and February) STAAR Assessment Results Sign in Sheets ACE Attendance Rosters TRS PA's				
2) Provide teachers with staff development in reading and writing that will improve the quality of teacher pedagogy.		Principal AD Teachers	DBM's TRS PA's STAAR Assessment results Formative assessments (mClass, TPRI, & DRA)				
3) Provide RTi intervention for a minimum of thirty minutes a day.	2.4, 2.6	Principal Ad Teachers ACE Site	DBM results TRS PA's Formative assessments (mClass, TPRI/TejasLee, DRA)				
4) Provide staff development training from outside agency (Fountas and Pinnell) that incorporates research based reading program to improve teacher ELAR pedagogy.		Principal AD Teachers	TRS PA's DBM's Six Week Restructure Assessments STAAR Assessment Results				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Provide student with Academic and Enrichment opportunities before, during and after school through use of campus garden program to include the ACE program/students.	2.4, 2.5, 2.6	Principal AD ACE Staff ACE Site Coordinator Teachers	ACE program Data Reports ACE Attendance logs ACE Activity Calendar Science Lesson Plans (Kinder - 2nd)				
6) Provide teachers with full day and PLC planning time during the school day to discuss progress monitoring, student data, lesson planning, teacher pedagogy and interventions.	2.4, 2.6	Principal AD Teachers Aids Substitutes	Walk-through's Planning Agenda's Student Formative assessment data (mClass, PA's, TPRI, DRA, DBM) STAAR				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 2: Foster a culture that prepares students for higher education and work force readiness.

Performance Objective 2: Students will be provided with after school tutoring three days a week in grades 1st thru 5th.

Evaluation Data Source(s) 2: DBM (November and April)

Sign in sheets

TRS PA's

ACE Attendance Rosters

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Goal 2: Foster a culture that prepares students for higher education and work force readiness.

Performance Objective 3: Provide RTi intervention for a minimum of thirty minutes a day for 1st thru 5th grade students.

Evaluation Data Source(s) 3: DBM results

TRS PA's

Formative assessments (mClass, TPRI/TejasLee, and DRA) BOY, MOY and EOY

Teacher Daily Schedule

Walkthroughs

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Goal 3: Maintain qualified teachers and staff to provide exemplary instruction for all students.

Performance Objective 1: Increase professional development for all teachers for best practice instruction in reading, math, science and social studies.

Evaluation Data Source(s) 1: District Instructional Coaches

Faculty Meeting PD Agendas

PLC Collaborative Learning agendas

Walkthrough data

District PD Menu

Summative Evaluation 1: Some progress made toward meeting Performance Objective


Goal 4: Embrace community involvement and effectively promote Harlandale ISD

Performance Objective 1: Increase Parental Involvement

Evaluation Data Source(s) 1: STEM Night sign-in
100% Parent Conferences

Provide transitional meetings for parents and students, Pre-Kinder to Kindergarten, Elementary to Middle School.
Active PTA (meeting paired with Awards Ceremony)

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) Provide opportunities for parents to participate in reading, science, and math family nights.	2.4, 2.6, 3.1, 3.2	Principal AD Teachers ACE Coordinator	Sign-in sheets Parent notices Agendas Calendar of Activities Monthly Parent Flyers Campus Web Page				
2) Through 2nd Cup provide parents with opportunities to receive information regarding topics that can help prepare students for academic success (homework, study skills, medical resources, parental skills, academic support etc.)	2.4, 2.6, 3.1	Principal Social Worker Counselor	Sign-in sheets Parent notices Agendas Calendar of Activities Monthly Parent Flyers Campus Web page				
3) Hold school yearly events such as PTA's, Cultural Arts Parade, Fall Festival, School Fiesta parade, Authors Day, Awards Ceremonies, Field Trips to give families more opportunities to be a part of their child's education.	2.4, 2.5, 2.6, 3.1	Principal AD Teachers ACE Coordinator Sign-in sheets	Parent notices Agendas Calendar of Activities Monthly Parent Flyers Campus Web Page				
							

Goal 4: Embrace community involvement and effectively promote Harlandale ISD

Performance Objective 2: Through 2nd Cup provide parents with opportunities to receive information regarding topics that can help prepare students for academic success (homework, study skills, medical resources, parental skills, and academic support).

Evaluation Data Source(s) 2: Sign-in sheets

Parent notices

Agendas

Calendar of Activities

Monthly Parent Flyers

Campus Web Page

Summative Evaluation 2:

Goal 4: Embrace community involvement and effectively promote Harlandale ISD

Performance Objective 3: Hold school yearly events such as PTA's, Campus Parade, Cultural Arts Parade, Fall Festival, Authors Day, Awards Ceremonies, Field Trips to give families more opportunities to be a part of their child's education.

Evaluation Data Source(s) 3: Parent notices

Agendas

Calendar of Activities

Monthly Parent Flyers

Campus Web Page

Summative Evaluation 3: