

Alvord Elementary
NEEDS ASSESSMENT, PRIORITIES, and PROGRAM OUTCOMES
Completed 3-12-2020 by AES Committee

1. The percentage of **5th grade** students who **approach grade level on the STAAR Math** assessment will be higher than the state percentage score of **58% scaled score. AES will work to increase from the 2019 scaled score of 93% to 94% by May 2021** (developed later due to COVID-19).

Baseline Data: 2019 TAPR STAAR 1st administration results

2. The percentage of 4th grade students who reach approaches or higher for grade level writing (STAAR) will increase from 74% to 75% by the end of the 2019-2020 state assessment cycle.
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COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: ALVORD ELEMENTARY 2019-20

Data Sources Reviewed:			
<ul style="list-style-type: none"> ● AEIS Report, STAAR Data, TEA Performance Reports, AYP Report, STAAR Data, Discipline Reports from TxEIS, Disaggregated P.E.I.M.S. Data, Assessment Data from Benchmarks, CBA (Curriculum Based assessments), TELPAS and iStation, TAPR ● 2019-20 and 2020-2021 Campus Improvement Plan and Campus Needs Assessment, Technology Plan, Student Handbook and Student Code of Conduct, Title I, Part A Plan 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> ● Enrollment is 356 up from 343 students last year. ● 100% of the professional staff is considered highly qualified in their positions. 19 General education teachers, 1 Special Education teacher, 1 library aide, 5 full time Special Education aides school year ● 23 Pre-K students 	<ul style="list-style-type: none"> ● 7% of student enrollment retained, with the largest percentage in kindergarten in 2019-20 school year. ● 41 % of student enrollment is listed as free or reduced lunch recipients. ● Small rural school with decreasing income from taxing entities. 	<ul style="list-style-type: none"> ● Continue using the K-2nd grade math assessment tool with the Go Math Curriculum adoption to track individual progress, PK uses Frog Street. ● Purchased software from Study Island again to provide programs to support Math, ELA, and Science literacy in PK-5th grade. ● Purchase software again and staff development for PK-5 iStation Math and Reading programs utilize the state assessments provided with these programs to conduct BOY, MOY and EOY scores ● Provide additional tutoring/additional instruction within the school day.

			<ul style="list-style-type: none"> ● Provide extended day (before or after school) tutorials ● Provide accelerated, intensive program for ‘At-Risk’ students failing the STAAR through tutoring, computerized instruction and specialized reading/math classes.
Student Achievement	<ul style="list-style-type: none"> ● (2019 Results/COVID 19) A majority of students are ‘Approaching’ goals in Reading/ELA, and Math based on 1st administrations of 2019 STAAR exams. ● First administration of 5th grade Math showed 93% are at the Approaches level 10 points higher than last year. ● 1st administration of 5th gr Math STAAR 62% of the Students Scored at the MEETS level on the Math STAAR is down compared to last year’s 70%. ● 39% of 5th graders scored at the Mastered level on the Math assessment up by 17%age points. ● 1st administration of the 5th grade Reading STAAR showed 82% reached at the Approaches level down from 87% for last year. 59% reached the MEETS level is down compared to 61% last year, and 39% reached the MASTERED level which is up compared to the 24% last year . ● Have seen growth for the Economic Disadvantage and LEP students in Writing, Math and Reading benchmarks throughout the year. 	<ul style="list-style-type: none"> ● (2019 Results/COVID 19) 10 -5th gr students did not meet APPROACHES standards on the Reading STAAR exam on the 1st administration. 4 -5th gr students did not meet APPROACHES standards on the Math STAAR exam on the 1st administration in 2019. ● Increase the number of GT (Gifted and Talented) and other subgroup students scoring in the MASTERS level. ● Need to work on curriculum alignment and instructional assessments. 	<ul style="list-style-type: none"> ● Campus instructional focus and resources need to be directed toward the subgroups. TAPR showed in 2017 for All assessments and ESL population..85% scored on all assessments, 87% in Reading (state 75%), 88% Math (state 79%), Writing 76% (state 67%, and Science 79% (state 79%) ● More focus shall be concentrated on the area of Science instruction in lower grade levels. ● Addition of a Reading Interventionist (not dyslexic teacher) for the lower grade levels (K-2nd) would be beneficial. ● Continued use of the RTI addressing students’ needs in small groups. <ul style="list-style-type: none"> ● An Rtl Reading and Math interventionist could be utilized for all grade levels to address the needs of our subgroups and help with our inclusion students under the Special Education umbrella.

<p>School Culture and Climate</p>	<ul style="list-style-type: none"> ● Good student/teacher ratio average is at 18:1 for most grade levels of the 2018-19 school year. Some grade levels experienced a little higher student/teacher ratio in 2019-20 school year. ● Teachers feel comfortable to visit administration regarding areas that need improvement or have concerns. ● Parent Volunteer program has been very beneficial to the teachers and students. ● Teachers have created a safe and secure environment for students in their classrooms and around the building. ● The staff has “high expectations “for all their students. ● Improved Security features throughout the building. 	<ul style="list-style-type: none"> ● More input from teachers and parents in development of the student handbook and student code of conduct. ● Many reports from students and parents about the facilities needing updates/upgrades (most concerns dealt with the gymnasium faults – improper A/C or proper heating). IMPROVEMENTS being made. ● Concerned about the lack of available space on campus for our growing numbers and needed programs; especially during state assessment time when meeting student accommodations. 	<ul style="list-style-type: none"> ● Send new staff to the Great Expectations training for character building. ● Provide for faculty and parent volunteers to review and make recommendations to the Student Handbook. ● Great concern for the lack of safety features around gym, Music, PK area, 4th/5th grade play area (fenced), etc. Smoke detectors, alarms for fires (drills) and disasters (tornado). PA system was upgraded to the unconnected out buildings. ● More individualized discipline in upper grade levels (not taking recess time away from whole classes).
<p>Staff Quality/ Professional Development</p>	<ul style="list-style-type: none"> ● Three-fourths of staff have an ESL certificate and seven-eighths have a G/T endorsement etc. ● 100% of teaching staff is “highly qualified”. ● Staff have created a family type atmosphere. They see success as a team effort. ● Professional development is encouraged and supported throughout the year. ● Staff shall receive 4 days of staff development during the summer. 	<ul style="list-style-type: none"> ● We do not have a new teacher, “mentor” program. ● Need more training with behavior management techniques. ● Need more training on meeting the needs of our ESL population. ● Many requests for more training using the Great Expectations Model. 	<ul style="list-style-type: none"> ● Develop and improve a mentor program for new teachers to the campus. ● Provide staff development in key areas as identified by staff put in the CIP. ● Provide math training through researched-quality workshops ● Provide character building training through Great Expectations for staff to continue improving the safe environment/climate for the campus for students and staff.

<p>Curriculum, Instruction, Assessment</p>	<ul style="list-style-type: none"> ● Provide a rigorous curriculum with high academic standards for students at all grade levels ● Provide curriculum that is appropriate for all student ability groups. ● Improvements in instruction using various technologies. ● Scores on STAAR and STAR literacy exams show measured effectiveness of curriculum. ● This coming year we will have data from the iStation program to utilize working with students in specified areas of need in Reading and Math. 	<ul style="list-style-type: none"> ● Vertical teaming is needed for all subject areas. ● Training needed to continue to assist teachers in developing a scope and sequence framework for all core subjects. ● Improved classrooms/lab settings for Science experiments. 	<ul style="list-style-type: none"> ● Provide professional development in teaching teachers more effective writing techniques and strategies. ● Continued purchase of Study Island software for K-5th grade Math, ELAR and Science development. ● Continue purchasing iStation software programs for K-5 Reading and Math instruction enhancement and assessment programs. ● Updates were made to the Renaissance Reading Program (A.R.) now continued use and evaluation of the program will be monitored.
<p>Family and Community Involvement</p>	<ul style="list-style-type: none"> ● Very effective Parent Volunteer Program/PTO ● Open House/Meet the Faculty Night. ● Family Movie Nights ● Christmas Store w/Family Night ● Rise and Shine Presentations ● Rodeo Day for K-1st. ● Title I Parents Night ● Spirit Item sales from September to November ● 3rd-5th grade dictionary project ● School Supplies purchased for the 2019-20 school year and will be purchased for the 2020-2021 school year. ● Refreshments/snacks for Kids' Heart Challenge Activities by parents/PTO 2019 ● Meals/Snacks for Teacher Appreciation Week by parents/PTO 	<ul style="list-style-type: none"> ● Need to continue to improve parental and community involvement on our campus. ● Allow teachers and students to do new engaging learning activities together. 	<ul style="list-style-type: none"> ● Reading day/night once or twice a year where parents and students come and read together incorporated through the PTO organization. ● Special meeting with non-native speaking families to discuss school activities and questions concerning student and school.

	<ul style="list-style-type: none"> ● School spirit t-shirts purchased for all students and faculty to wear to field trips and on field day events ● Bounce houses, snow cones, snacks for field day events 2019 ● Coffee/tea and condiments for Teachers' lounge ● Family members and small business personnel to serve on Campus Improvement Team 		
School Context and Organization	<ul style="list-style-type: none"> ● The teachers feel they have a voice in the decision-making process through the DEIC, Campus Needs Assessment Plan and the campus improvement plan. ● Through the evaluation of teachers and paraprofessional schedules, adequate time is devoted to the organization. ● Excellent student to teacher ratio 18:1 but some ratios were exceeded due to higher enrollment. 	<ul style="list-style-type: none"> ● Allow for more input from teachers regarding aspects that have a major impact on students and teachers, Student handbook, Student Code of Conduct. ● Para-professional help is needed for areas of need with the Rtl students and with the Special Education inclusion areas. ● Drop off and pick up procedures modified for car students. Covered walkways would be beneficial on bad weather school days. 	<ul style="list-style-type: none"> ● Continued assistance from the Parent Volunteer group to further help with the RTI students. ● Develop a strategy for teacher input on the Student Handbook/Code of Conduct. ● Through RTI for all grade levels, provide extra help for students who are struggling.
Technology	<ul style="list-style-type: none"> ● Computers and Smart Boards in every classroom PK-5th grade and Dyslexia Reading Therapy. ● Two chromebook carts shared between kindergarten and 1st grades ● 1 to 1 Chromebooks for 2nd through and 5th graders ● Technology will be used to enhance lessons, student interaction and 	<ul style="list-style-type: none"> ● Many members of staff need exposure and/or training more up to date types of technology (iPads, podcasting, advanced smart board, etc.) 	<ul style="list-style-type: none"> ● Provide training to assist teachers in developing more new world based lessons utilizing the learning for students through new ideas and interactive activities. ● Ensure each classroom has a instructional presentation platform ● Align technology standards and student expectations.

	<p>enrichment, class activities, research for more class projects and assessment.</p> <ul style="list-style-type: none">● The use of technology has shown to improve student performance.		
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