

Alief Independent School District
Chancellor Elementary
2018-2019 Comprehensive Needs Assessment



Mission Statement

Chancellor Elementary will foster a safe and positive environment built on strong relationships, high levels of cooperative learning and success for all.

Vision

Educate - Encourage - Empower

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Academic Achievement 5
- School Processes & Programs 6
- Perceptions 9

Comprehensive Needs Assessment

Demographics

Demographics Summary

Chancellor Elementary is an EE-5th grade Title 1 campus in Alief ISD. Student enrollment at Chancellor Elementary continues to steadily grow. In 2017, the TAPR showed Chancellor's enrollment to be 1,004 students: Chancellor Elementary's student groups include 70.6% English Language Learners (ELLs) and 82.5% Economically Disadvantaged. The 15.8% student mobility rate for Chancellor Elementary is below the district average of 24% and the state average of 16.2%. Attendance rate has dropped to 96.8% from the previous school years.

Demographics Strengths

- Mobility rate of 15.8% is below district average of 24% and state average of 16.2%
- Attendance rate of 96.8% is above district rate of 95.6% and state rate of 95.8%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate has not reached 97% **Root Cause:** Pre-K students not attending school consistently

Student Academic Achievement

Student Academic Achievement Summary

For the 2017-2018 school year, Chancellor Elementary received a 2018 Texas Accountability Met Standard rating: Domain 1-Student Achievement = scaled score 72, Domain 2-School Progress = scaled score 85. Domain 3-Closing Performance Gaps = scaled score 78.

Student Academic Achievement Strengths

- ILT and classroom teachers collect and analyze data periodically to determine instructional needs.
- Focused, appropriate interventions in place for at-risk students
- Data-driven planning and PLC sessions
- In-depth planning sessions with materials utilized to ensure implementation during instruction
- Consistent implementation of SIOP strategies

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 51% of 4th grade students did not meet minimum standards on writing STAAR in April 2018 **Root Cause:** Implementation of new writing curriculum, Write From the Beginning and Beyond

Problem Statement 2: 71% of 3rd grade SpEd students did not meet minimum standards on reading STAAR in May 2018 **Root Cause:** Instructional accommodations not implemented with fidelity

Problem Statement 3: 60% of ESL students did not meet minimum standards on 4th Grade writing STAAR in April 2018 **Root Cause:** Low language development makes it harder for ESL students to grasp all grammar rules and formulate correct sentence structure

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at Chancellor Elementary is guided by the TEKS Resource System scope and sequence and the results of district and campus common assessments. The TEKS Resource System promotes 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information media literacy skills through unit Performance Indicators. Each quarter, each grade level teams map out the specific skills and standards that will be taught for the upcoming quarter. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary?" Then the teachers determine HOW they will accomplish these targets.

Assessment plays a major role in decision making and take on many different forms at Chancellor Elementary. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations in regular use. By ensuring all grade level skills are taught and that students learn them, Chancellor Elementary can demonstrate how the essential 21st Century Skills are being mastered. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Pre-kindergarten through second grade focus upon iStation, and campus benchmarks for assessment. Third through fifth grade focus on STAAR, iStation, and campus benchmarks. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Campus assessments are tied to DuFour's instructional strategies where instructional goals are identified on a grid by individual students. Data is plotted vertically and horizontally to fine-tune instructional need. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" The plaids are also color coordinated. Blue is above grade level, green is on level, yellow is below level and red is one year or more below level.

Weekly grade level PLCs are held with the Instructional Leadership Team and administrators. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Grade levels have a daily common planning time. Student progress is monitored either as prescribed by the intervention at 2-, 3-, or 4-week intervals depending on individual students' needs. The Student Teacher Assistance Team (STAT) meetings are held twice each month. The data from campus assessments are used to identify students that are performing in the yellow or red category. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted?

Staff Quality, Recruitment, and Retention Summary

All staff members at Chancellor Elementary School met the federal and state highly qualified requirements resulting in students being surrounded by staff that hold high expectations for learning. 100% of classroom teachers are returning, experienced teachers. Chancellor staff have opportunities to collaborate and build relationships during team meetings, PLCs, luncheons, and social gatherings organized by the Hospitality Committee. All teachers will be provided

multiple opportunities for professional development, conferences, book studies, and other ways to increase the effectiveness of their teaching.

Technology Summary

In the 2017-2018 school year, Chancellor Elementary was able to use funds to increase our mobile equipment inventory in the building. The mobile equipment has been distributed to be used during math, reading, ESL and REID interventions. We were also able to purchase additional classroom interactive devices to improve the quality of instruction in the classrooms. During our annual campus computer replacement cycle, we were able to upgrade some classroom computers and laptops to be used as a teacher tool as well as daily student usage. Teachers had the opportunity to attend numerous professional development sessions to increase their knowledge on the applications available for use in the building as well as growing their understanding of the TEKS. Our student programs have been extremely beneficially to track the needs of students and further their ability in different content areas. Students and staff members have the ability to communicate and collaborate with their peers through the use of their individual Google and Schoology accounts.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment Strengths

- A strong RtI process
- Planning and PLCs
- Teachers ability to identify strategies for students in Tier 1 and Tier 2
- The ability to interpret and use common assessment data to drive instructional decisions

School Context and Organization Strengths

- Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
- Teachers accommodate special populations with more time and individualized instructional plans
- RtI is being utilized successfully with students being referred to the appropriate special population.
- A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
- Interruptions to the instructional day are kept to a minimum.
- Safety drills are performed frequently and efficiently.

Staff Quality, Recruitment, and Retention Strengths

- 100% of staff are Highly Qualified 100% certified staff and paraprofessional staff have participated in multiple professional development opportunities during this past school year
- Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing guides
- Technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom
- Number of teachers with 11-20 years of experience (30.6%) is higher than the state (27.8%)

- Average years of experience with the district (8.4%) exceeds both state (7.2%) and district (7.7%) averages

Technology Strengths

- Device checkout available with internet access for teacher and student usage in the building
- Professional development sessions given to staff members on digital resources, Schoology, Google, and iPad usage
- Staff and students use Google and Schoology accounts to communicate and grow in collaboration with their peers
- Students have the opportunity to use Dreambox and Istation as well as other resources to increase their academic growth
- Classrooms are equipped with a variety of technology equipment including desktops, document camera, projector, interactive whiteboard, etc.

Perceptions

Perceptions Summary

Family and Community Engagement Summary

Chancellor Elementary works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. Because of the diversity of our campus, Chancellor Elementary has a FAME Representative and CIS Representative to help strengthen connections between home and school. The campus provides interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night.

School Culture and Climate Summary

One of the core beliefs at Chancellor Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the entire campus operates under the mindset of "where children come first". Students are taught that excellence is the habit to achieve. Teachers and other staff receive CHAMPs training on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted to learn how to do routines and rituals right. Additionally, when teachers carefully reflect on the purpose, appropriateness, and legitimacy of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

Perceptions Strengths

Family and Community Engagement Strengths

- A FAME representative coordinates the volunteer program, maintains the family center, and strengthens communication between home and school.
- A Family Actively and Meaningfully Engaged (FAME) center Communities In Schools (CIS) provides direct social services to at-risk students and connect students with available community resources
- An orientation program to prepare volunteers Grand opening day to welcome parents and inform them of what FAME has to offer Various programs/events to help parents - such as, English classes, Jumpstart, and Active Parenting

School Culture and Climate Strengths

- A majority of Chancellor students feel that teachers care about them, respect them, and support them.

- A majority of students feel safe at school and in the common areas of the school and classroom.