Comprehensive Needs Assessment

Demographics

Demographics Strengths
Student Demographics Strengths
Our student population has a great potential for improvement in learning. Its diversity and multicultural background, creates a rich environment that promotes social and cultural growth as well as academic improvement.
The majority of our student population is of Hispanic background nearly 80%, less than 20% African American, and less than 2% other races.
The greatest advantage of a significant population of English learners is that we can design plans and adopt programs for language acquisition that are consistent and homogeneous across the board to ensure the fidelity of instruction.

Staff Quality Strengths
We have hired highly qualified teachers over the last 6 years. We attend all available Alief Job Fairs to recruit new staff members. We have a Cub Camp for all new staff members to guide them with policies and procedures their first year at Horn. Continue Collaborative Planning as well as vertical, which will provide high quality and ongoing staff development sessions to enable all children to meet state standards.
Horn will maintain ESL or Bilingual certified professionals by providing testing dates, training opportunities, and resources for any new employees.

Problem Statements Identifying Demographics Needs
Problem Statement 1: More than 80% students are considered at risk in different categories, such as Limited English Proficiency (LEP); Economically Disadvantaged and Academic. Root Cause: Very diverse student population with limited English proficiency.

Student Academic Achievement

Student Academic Achievement Summary
GENERAL SCHOOLWIDE INDICATORS
According to the Texas Education Agency Accountability rating, Horn Elementary school met standard for 2017-2018.
The system has three domains and we met 1 out of 3.
Student achievement: Improvement needed
Student Progress: Met standard
Closing performance gaps: Improvement Required
Overall Score: Not Rated: Harvey Provision
Problem Statements Identifying Student Academic Achievement Needs
Problem Statement 1: 3rd grade met AMM average at 25% and 4th grade met AMM average at 26% on the 2018 Reading STAAR test. Root Cause: Lack of action based monitoring system to support rigorous first line instruction and differentiated small group instruction.

Problem Statement 2: 4th grade met AMM average at 25% on the 2018 Writing test. Root Cause: Lack of specific writing program implementation, planning and monitoring as well as lack of CCA writing benchmarks.

School Processes & Programs

School Processes & Programs Strengths
Curriculum, Instruction and Assessment
Math: Our primary grades continue to make growth. Third and fourth grade have now adopted the Math in Focus curriculum designed to support, scaffold, and reinforce the rigorous instruction necessary for our students to be successful.

Reading/Language Arts:
Science:
*Held STEAM (Science, Technology, Engineering, Art, Math) Night in February to give families a hands-on opportunity to learn more about STEM careers and activities.
*Increased use of Interactive Word Walls through anchor charts in lessons to extend critical thinking, literacy, and vocabulary.
*Increased use of science notebooks and writing in all grades.
*27 girls participated in Girlstart-a weekly STEM program-to develop their self esteem and pursue paths to higher education and greater opportunities in STEM careers.
*Dual language program classes score above district average on ALL district assessments.
*PLCs used to reflect on student work, data, and teacher active participation.
**“Science Weekly” newsletter sent weekly to highlight exemplary science instruction, student work, writing tips, upcoming TEKS, and current science news.
*Re-designed lesson plan template incorporates all SIOP strategies and differentiation to support TAIS goals.
*1 science literacy PD session held per semester.

Staff Recruitment and Retention
We have hired 100% of highly qualified teachers over the last 6 years. We attend all available Alief Job Fairs to recruit new staff members. We have a Cub Camp for all new staff members to guide them with policies and procedures their first year at Horn.

Continue Collaborative Planning as well as vertical, which will provide high quality and ongoing staff development sessions to enable all children to meet
state standards.
Horn will maintain 100% ESL certified by providing testing dates, training opportunities, and resources for any new employees.

**Technology**

iPads are used to allow students to create content: Created better policies and procedures, increased usage, raised the rigor of the use and students’ final products. Librarian and Technology Specialist modeled, trained, and collaborated with teachers in the use of iPads for research databases, iMovie trailers and Educreations activities. We guided teachers through the whole lesson cycle utilizing campus strategies of sentence stems and Thinking Maps and integrating Educreations and iMovie trailer as the final product. We will continue this school year promoting the use of iPads in the classrooms. Also iPad use was promoted in science classrooms (Scipads) daily. Data: 90% of students experience working with iPads for simulations, augmented reality, creating books, working on projects, educreations, exploring different science concepts, researching, recording with camera and video of experiments, and showing Science knowledge. Math and Science Lesson Planning sessions are conducted with teachers using Google Docs as a way to collaborate. This school year also Reading Lesson Planning will be done following the same model.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** 3rd grade met AMM average at 25% and 4th grade met AMM average at 26% on the 2018 Reading STAAR test. **Root Cause:** Lack of action based monitoring system to support rigorous first line instruction and differentiated small group instruction.

**Problem Statement 2:** 4th grade met AMM average at 25% on the 2018 Writing test. **Root Cause:** Lack of specific writing program implementation, planning and monitoring as well as lack of CCA writing benchmarks.

**Perceptions**

**Perceptions Strengths**

**School Culture**

Vision: Horn Elementary will prepare its young scholars for a successful future. Mission: Horn will provide a positive environment that promotes growth and develops thinkers. Core values: Respect, Integrity, Accountability, Collaboration. These are posted across the school and they are visible at any height, so the students have access to the information. Our community has the privilege of enjoying the second newest elementary campus facility in the district, with comfortable and safe classrooms designed for the best use in student academic development.
The teaching staff has a complete support from several teams of specialists, paraprofessionals and administrators. The campus has special programs for new teachers to provide targeted assistance and support so they can take advantage of the variety of committees and activities designed to enrich and enhance their teaching strategies.

**Family Engagement**
Horn has increased parent involvement through a variety of avenues such as an active parent center, curricular events, family wellness events in the fall and spring, a Fine Arts Celebration nights, 2 musical programs during the year, Participation in the Alief Honor Choir and AMMO. Quarterly newsletters as well as flyers and advertisements in English and Spanish are sent to all students for each event. In addition our website is updated and the school marquee advertises the events.

We have extended our community outreach through partnerships with United Way, Pennies Campaign for Texas Leukemia & Lymphoma Society and Wal-Mart.

**Problem Statements Identifying Perceptions Needs**
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**Problem Statement 1:** Moderate family engagement and participation in school related events, affecting students' attitude regarding school. **Root Cause:**
Parent participation and channels of communication need to be constantly updated. Parent contact information changes and parents do not update records at school.

**Comprehensive Needs Assessment Data Documentation**
The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**
District goals
Campus goals
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
Domain 1 - Student Achievement
Domain 2 - Student Progress
Domain 3 - Closing the Gaps
System Safeguards and Texas Accountability Intervention System (TAIS) data
Accountability Distinction Designations

**Student Data: Assessments**
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
Running Records results
Observation Survey results
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 for each group
Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
Male / Female performance, progress, and participation data
At-Risk population, including performance, progress, discipline, attendance, and mobility
EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
Section 504 data
Gifted and talented data
Dyslexia Data
Response to Intervention (RtI) student achievement data

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**Student Data: Behavior and Other Indicators**
Attendance data
Mobility rate, including longitudinal data
Discipline records
Student surveys and/or other feedback
School safety data

**Employee Data**
Professional learning communities (PLC) data
State certified and high quality staff data
Campus leadership data
Evaluation(s) of professional development implementation and impact
T-TESS

**Parent/Community Data**
Parent surveys and/or other feedback
Parent Involvement 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