

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



Mission Statement

We, the diverse community of Landis Elementary, will strive for greatness by providing a safe and welcoming environment where all stakeholders work collaboratively to produce independent & creative thinkers, productive citizens, and life long learners who believe that success is always obtainable and failure is never an option!

Vision

Landis Elementary strives to become an "Exemplary" campus. It requires the commitment of students, staff, parents, and the entire community. Let us remain positive and professional in all that we do so that we can reach this goal together!

School Motto

We remain positive and professional in all that we do!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Size: 803 students

Grade Span: PK-4

Percentage Economically Disadvantaged: 89.7%

Percent English Language Learners: 67.6%

African American 26.4%

Hispanics 67.7%

Other 6%

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 are Hispanic (70%). 23% of students are African American and 6% are comprised of 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.

Our campus population has 94% of economically disadvantaged students which more than 68% are considered at risk in different categories such as Limited English Proficiency(LEP); Economically Disadvantaged and Academically challenged.

Our campus boasts a high % of family engagement with 90% of the students having a family member attend at least one school event. For many of our families, they attend nearly all of the campus events. Our campus currently has dual language classrooms in 1st through 4th grades. Our Spanish reading and writing scores in dual language are significantly stronger than the overall scores for the campus. Over the past two years, our yearly progress rate in TELPAS has exceeded the district average for bilingual second grade students who transitioned into all English instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 61% of 3rd and 4th grade LEP students progressed one proficiency level on TELPAS **Root Cause:** The campus has a high percentage of ESL students who require multiple strategies for language development to make content more comprehensible.

Student Academic Achievement

Student Academic Achievement Summary

On the 17-18STAAR exam, the campus did not meet the minimum expectation of 60 in any of the 3 domains. Our scores for each domain are as follows:

Student Achievement - 56

Student Progress - 57

Closing the Gap - 50

Student Academic Achievement Strengths

The campus' reading scores showed improvement by 8% at the approaches level compared to 2017. Students continue to perform better in math at each achievement category; however, the difference between the reading and math scores is not as great as it was the previous year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 42% of 4th grade students met the approaching standard in writing; 21% met the meets standard and 5% met the masters standard

Root Cause: The majority of the students who met standard were scored only at the approaches level (2) on the writing composition

Problem Statement 2: 59% of students met the approaches standard on the Reading STAAR; 26% met the meets standard and 11% met the masters standard

Root Cause: A considerable number of students are reading below grade level when they get to 3rd grade.

Problem Statement 3: 61% of students met the approaches standard on the Math STAAR; 28% met the meets standard and 11% met the masters standard.

Root Cause: All students struggled with two-step problem solving; ELL students struggled with vocabulary used in the problems which affected their overall comprehension.

School Processes & Programs

School Processes & Programs Summary

Instructional and curricular processes include small group instruction in reading and math; before and after school tutorials; and additional technology in all classrooms (laptops, iPads, Osmo, listening centers, etc.). Students have access to multiple computer-based instructional tools including iStation, I-Ready and Accelerated Reader. Struggling students are referred to STAT for additional intervention and referred for SE testing, if warranted. Teachers participate in weekly PLC meetings to discuss targeted areas and to identify areas for growth. They also plan with content specialists every week to help ensure their classroom instruction is aligned with the TEKS. As part of the TAIS process, ILT members conduct regular walkthroughs during classroom instruction to provide feedback and support to teachers.

Personnel - The campus has four full-time interventionists and 2 part-time interventionists in reading and math along with several instructional paraprofessionals who provide direct instruction to students. There are 2 full-time special education teachers who provide in-class support for students identified with a disability. Staff members have the opportunity to attend training inside and outside the district.

Organizational - The campus holds monthly family engagement events to increase parental involvement and education. There is variety of students clubs in place to address their social-emotional well-being. There is a campus parent center that provides training for parents and helps plan schoolwide events. The campus library has evening hours twice a month so parents can check out additional reading materials for their students to read at home.

Administrative - In addition to the principal, there are two assistant principals who oversee the daily operation of the campus.

There are staff incentives in place to staff members for going above and beyond. They can receive free dress passes, early leave passes and special treats. There is also a staff member of the week who is selected from staff nominations. Student incentives are also in place for students in the areas of academic and behavioral achievements (e.g. Accelerated Reader parties, Paw Buck celebrations, growth party for DCAs, etc).

School Processes & Programs Strengths

90% of students had a parent who attended at least one school event. There has been a marked increase in the number of students who have participated in the AR program. At the end of last year, all grade levels showed an increase in the number of students who showed one year's growth in reading. The majority of the staff members have 5 or more years of experience. This year, none of the teachers on the

campus are first-year teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some initiatives and instructional practices are not fully implemented by all classroom teachers. **Root Cause:** Due to the high number of veteran teachers, some may already have their own "style" of teaching and may be reluctant to learning/implementing new things.

Perceptions

Perceptions Summary

Parental involvement is important, so we ensure that parents are aware of the many activities that take place on campus and invite them to attend in order to help their child(ren). We believe our students are able to succeed despite their socio-economic status or any other challenges they may face outside of school. Desired behaviors shown by students and staff members are recognized (and rewarded in many cases). Students can attend Paw Buck parties, receive AR prizes, etc.

This year, there has been a higher level of accountability placed on teachers at all grade levels to improve the overall reading and math skills across the campus. The goal is to better prepare students for the rigor they will see in 3rd grade.

Perceptions Strengths

Parents have commented that they enjoy the many activities the school sponsors and they would like it to continue. Although teachers at lower grade levels are expressing a higher level of stress due to the emphasis being placed on their students' growth, the data is showing that students are improving their foundational skills campus-wide.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 3rd and 4th grade teachers experience a high level of stress to meet the state accountability standards largely due to the learning gaps their students exhibit when they enter 3rd grade. **Root Cause:** With the change in the state accountability system to approaches, meets and masters, a change is also needed in the campus accountability standards for students in lower grades to ensure they are better prepared for 3rd grade.