

Alief Independent School District
Bush Elementary School
2019-2020 Comprehensive Needs Assessment

Accountability Rating: C



Board Approval Date: October 15, 2015

Mission Statement

The educational team as a collective of all stakeholders will provide a safe environment, a rigorous learning environment, and an environment of two-way communication in order to educate the whole child and prepare them to become productive citizens and life-long learners.

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Academic Achievement 6
- School Processes & Programs 8
- Perceptions 10

Comprehensive Needs Assessment

Revised/Approved: September 02, 2019

Demographics

Demographics Summary

Bush Elementary has approximately 954 students in grade PK-4. The demographics of Bush Elementary are as follows:

Hispanic 80%

Black African American 15%

White 2%

Asian 2%

Other 1%

Demographics Strengths

In order to increase attendance rates, we have an Attendance Committee. The committee meets monthly to discuss attendance trends, track absenteeism and plan activities that reward attendance. Each month, a reward is given to students who have zero absences in the previous month. These rewards can be treats, parties and other rewards donated by businesses such as coupons for free food at various restaurants or free tickets to sporting events. This is in an effort to achieve a 97% attendance rate for the school year.

ESL students are supported through the ESL department. The ESL department trains all teachers in SIOP strategies to aid students in the acquisition of English. Beginner and Intermediate ESL students attend morning computer tutorials before school. Additionally, ESL Interventionists and aides push into classrooms to work with students.

All staff members are certified and highly-qualified teachers. In order to retain those teachers, new teachers are each assigned mentors and attend new teacher meetings monthly. The meetings cover various topics, based on the needs of the group that range from academic, classroom management and organization. New teachers are trained in the processes and programs that we use at Bush. Specialists are readily available and conduct walkthroughs with

coaching, weekly as another layer of support. Teams plan together with the Specialists to ensure the new teachers know the content and get support from fellow teachers for planning.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment has declined over the past several years. **Root Cause:** Charter schools in the area have attracted Alief students.

Student Academic Achievement

Student Academic Achievement Summary

Last year, our STAAR results were:

3rd grade

Reading- 53%

Math 61%

4th grade

Reading 70%

Math 61%

Writing 52%

Student Academic Achievement Strengths

At Bush we have a procedures in place in order to ensure academic success. Teachers are trained in the programs that we have determined will increase student success (HMH, Write From the Beginning, SIOP, Math in Focus). Specialists conduct bi-weekly walkthroughs to ensure the programs are being implemented effectively and with fidelity. On the week after the walkthrough, Specialists meet with the teachers and coach them or retrain them, where needed.

4th grade Writing went up 1 point over the previous year. We believe the implementation of Write From the Beginning was a factor in this gain. We began the program in 2017 and all students in grades K-4 are taught using this program. We expect to see continued growth in years to come.

Teachers will meet with specialists for PLC after each assessment to analyze student data and plan for reteaching/intervention for those students who need further instruction.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 53% of 3rd grade students met state standard on the Reading STAAR assessment compared to 70% meeting standard in 4th grade.

Root Cause: Lack of small group instruction with fidelity.

School Processes & Programs

School Processes & Programs Summary

The Bush instructional program that teachers follow is aligned to the TEKS and the district pacing guides. Teachers meet weekly to plan as a team based on TEKS, the district pacing guide and data from previous assessments. There are several instructional programs that we use at Bush such as HMH, Write From the Beginning, Math in Focus, and Thinking Maps. All teachers have been trained in these programs so that they can fully implement them in their classroom. Classroom walkthroughs are conducted weekly to ensure the programs are being used. The lesson plans, which are checked by the content teams weekly, are also monitored to ensure that the curriculum and programs are being used effectively.

Assessments are given regularly to measure student achievement and the data is analyzed during PLC. Once the data has been analyzed, teachers plan for small groups and reteaching to ensure the TEKS are mastered, All assessment data is kept in a master spreadsheet that is monitored by administrators and content specialists. Those teachers that still need assistance may receive additional training or modeling.

Technology is a big focus at Bush. In the classroom, there are 3 desktop computer and additional laptops and iPads. Students in grades K-4 attend Technology class on the block rotation to learn basic computer skills and keyboarding. Students also learn to use various apps and programs in the library rotation such as: Flip Grid, Chatter Pix, iMovie, databases, and coding (Osmo, Wonder, Blockley, Tynker). Students use the coding apps to to learn technology skills, critical thinking and problem solving.

Field Trips and guest speakers are chosen based on their ability to reinforce students' learning of the grade-level TEKS. They are planned to align with the district pacing guides in order to give students a real world connection to their learning.

The counselors provide various programs to promote college and career readiness. Each month, various careers are highlighted on the announcements, career day speakers come each year to provide students with career guidance and answer questions. There are bulletin boards in the school that promote careers and colleges in the hope that it will encourage the students. Each year, 4th grade takes field trips to visit college campuses and tour them. Students hear from the tour guides about college life and what is expected of them when they attend.

School Processes & Programs Strengths

The strengths of the Bush Processes and Programs are:

- All teachers trained in Write From the Beginning
 - Weekly planning- each week teachers meet for team planning to unwrap the TEKS and plan lessons that align to the TEKS and the district pacing guide as well as Language Objectives
- Weekly PLC is held for grades K-4 for LA, Math, Science, ESL or Technology. PLC topics are based on the current needs for that subject area such

as data, small group strategies, SIOP strategies

- Technology is integrated into the lessons in the classroom and in Block classes weekly and students in grades 2-4 submit assignments in Schoology
- Kagan Structures are used for student talk so that teachers can ensure that the students are comprehending the lesson and that all students participate in the discussions
- PLC is held after each assessment in order to analyze data and plan next steps for students requiring reteaching or additional assistance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are not mastering grade-level TEKS. **Root Cause:** All teachers aren't implementing all programs with fidelity.

Perceptions

Perceptions Summary

At Bush Elementary, we provide a variety of events for family and community engagement. Some of the events we hold yearly are:

- Meet the Teacher
- Open House
- Academic Night
- Fall Festival and Spring Fling
- STAAR Night
- Jump rope for Heart
- Title I breakfast
- Mommy/Daddy and Me Read
- Donuts with Dad, Muffins with Mom
- Field Day
- Multi-Cultural Market
- Fire Safety Week
- Counselor Programs (Red Ribbon Week, Bully Awareness Week, College Week, Career Week)
- Book Fair
- Brighter Bites
- Holiday book/toy drive
- Awards Days
- STEAM Night

Parents are notified of the events through various methods of communication such as; flyers, reminder stickers, monthly newsletter, Schoology, Bush website, Remind texts, Twitter and Facebook. Flyers, stickers, and newsletters are translated into Spanish, since a majority of our students have Spanish-speaking parents. We find that parents attend the nonacademic events more than the academic events.

We have selected four parents from a random drawing that volunteered to be on the Shared Decision-Making committee.

We believe that most students would describe their campus as a safe place to learn. We use programs such as CHAMPs to give the students expectations for behavior in every setting. Students that have difficulty following the rules can be referred to the counselor and brought up at the Catching Problem Behaviors (CPB) meetings, where the counselors give strategies for redirecting misbehavior. Additionally, we have the SCOPE (Above and Beyond) committee that meets monthly to review discipline data and do monthly safety reviews.

The counselors have an Anti-Bullying program and teach anti-bullying lessons to the individual classes during their guidance lessons. We participate yearly

in the Anti-Bullying Week and have activities each day. The counselors are on hand to talk to any student who feels that they have been bullied and there are district bullying report forms for reporting.

Perceptions Strengths

The strengths for our campus are:

Communication- We communicate with families through a variety of methods such as; flyers, reminder stickers, monthly newsletter, Blackboard Connect messages, Bush website, Remind texts, Twitter and Facebook. Flyers, stickers, and newsletters are translated into Spanish since the majority of our students have Spanish-speaking parents. We also have a marquee outside of the school with important dates for families.

Strategies to reduce bullying- The counselors have an Anti-Bullying program and teach anti-bullying lessons to the individual classes during their guidance lessons. We participate yearly in Anti-Bullying Week and have activities each day. The counselors are on hand to talk to any student who feels that they have been bullied and there are district bullying report forms for reporting.

Safety procedures- The SCOPE committee (Above and Beyond) meets monthly to discuss safety and discipline concerns. Each month, members of the committee are given an area to check for safety, using an observation sheet. The results of those checks are discussed at the meeting and any concerns that cannot be solved by the committee, are brought up to the administrators.

All parents are required to check in using the Raptor system to ensure student safety. Any parent that visits our campus that does not have proper identification must be escorted in the building by a staff member.

Parent Involvement- Our parent center is open daily and provide opportunities for parents to volunteer, learn English, and attend parenting or computer skills classes. We have a lot of parents that attend the programs and festivals

Backpack Buddies- Each Friday, students in need are provided with bags of nonperishable food items to take home so that they have food for the weekend. The food is provided by the Houston Food Bank and 40 bags are given out each week.

Communities in Schools- The CIS program at Bush gives help to students in many ways. CIS works with various churches and organizations in order to provide help and services for both the students and their families. Through generous donations provided by organizations such as: Christ Church Cathedral, Notre Dame Church, Harris County Social Services, WHAM, Brother's Keeper, First United Methodist Church and others, CIS has gathered donations of clothing, food, school supplies and money for rent utilities for families in need. Each year CIS collects food for Thanksgiving food baskets as well as toys and books for the Christmas toy give away for all of the students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Academic events have low attendance from parents and students. **Root Cause:** Parents do not understand the necessity and effectiveness of parental involvement in academic activities.