

Comprehensive Needs Assessment Summary for 2016-2017

Campus:

Principal:

Data Sources Used Make a selection for each by choosing from the drop down	No Graduation	No Feeder Pattern Analysis	No Data Accuracy
	Yes Attendance	Yes Cohort Analysis	Yes Surveys
	Yes Discipline	No Support Systems	No Fund Balance
	Yes Instruction	No Intervention Services	No Recruit & Retain Quality Staff
	No Curriculum	No Dropout Identification	Yes VOC-Customer Feedback
	Yes Student Data	Yes Achievement Gap	No Other - enter data source here

<ol style="list-style-type: none"> 1. Student population is comprised of mostly Hispanic students. 90% of students are economically disadvantaged. Campus is direct certified. 	<ol style="list-style-type: none"> 1. Many students live in very impoverished situations and struggle with homelessness and high mobility. 2. Veteran and novice teachers lack knowledge and expertise to assist students in high at risk situations. 	<ol style="list-style-type: none"> 1. Title One assistants will provide targeted instruction in reading for students in grades 2-5 reading below grade level. 2. Campus Data Analyst will be utilized to provide detailed analysis of student data for teachers and admin staff.
<ol style="list-style-type: none"> 1. Campus met expectations in Index 2 and 4. 2. Slight increases in Index 2 and 4 from 2015 results. 	<ol style="list-style-type: none"> 1. Approximately 50% of students read and comprehend below grade level. 2. Students lack basic conceptual knowledge of mathematics. 	<ol style="list-style-type: none"> 1. Title One assistants will provide targeted instruction in reading for students in grades 2-5 reading below grade level. 2. Campus Data Analyst will be utilized to provide detailed analysis of student data for teachers and admin staff.
<ol style="list-style-type: none"> 1. Climate has continued to become more stable and customer centered. 	<ol style="list-style-type: none"> 1. Deeply embedded beliefs in outdated teaching techniques exists among most teaching staff. 2. Students lack a true interest in reading outside of classroom assignments. 	<ol style="list-style-type: none"> 1. Teachers will receive instructional coaching through Data Analyst and Leadership Team who will focus on working with teachers and engaging all staff in coaching activities. 2. Funds for principal's book of the month which provides positive character traits and a love of reading.

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| <ol style="list-style-type: none"> 1. Veteran staff possess desire to enhance teaching practices but lack the resources to do so. | <ol style="list-style-type: none"> 1. Teachers are not engaged in rigorous, targeted professional development. 2 Teachers have not had access to several initiatives (formative assessment and student engagement) | <ol style="list-style-type: none"> 1. Eric Jensen's book study 2 Utilize T-Tess data from teachers to guide any budget needed for staff development. |
| <ol style="list-style-type: none"> 1. Most teachers know how to adapt materials and assessments to meet the needs of students. | <ol style="list-style-type: none"> 1. A heavy reliance on test preparation materials in grades 3-5 has resulted in stagnant scores for students. 2 Primary grade students are engaged in independent work that is not rigorous and relevant. | <ol style="list-style-type: none"> 3. Provide staff development in direct instruction techniques and data analysis. 1. Title One Teacher/Instructional Coach will assist teachers in the integration of proven instructional methods that more fully engage students. 2 Computer lab assistant presents lesson on computer literacy and implements the reading and math intervention computer based programs. |
| <ol style="list-style-type: none"> 1. Families show genuine interest in assisting their children and support school efforts. 2 Community is supportive of school. St Paul Lutheran Church has two robust outreach programs on campus. | <ol style="list-style-type: none"> 1. The campus PTA needs a restart with a new board of officers. 2 Outside resource are not targeted nor coordinated into a collective effort. | <ol style="list-style-type: none"> 1. Restart PTA 2 Utilize family liaison to reach out to families and facilitate school and family communications. 3. Leadership ISD partners will help facilitate coordination of community resources on campus. |
| <ol style="list-style-type: none"> 1. Teachers express desire for campus to progress academically and in the social and emotional support given to students. | <ol style="list-style-type: none"> 1. Years of an adult centered mindset is a hindrance to efforts to advance student achievement. | <ol style="list-style-type: none"> 1. Provide professional development in strategies to build relationships with students and families. |

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	GRAND TOTAL budgeted in CEIP
Professional Development	63,000	0	0	0	0	0	\$ 63,000
Tier I Instruction	5,000	0	0	0	0	0	\$ 5,000
School Readiness	0	0	0	0	0	0	\$ -
Third Grade Reading	98,750	0	0	0	0	0	\$ 98,750
Campus Needs Assessment	4,500	0	0	0	0	0	\$ 4,500
TOTAL	\$ 171,250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 171,250
Allocations	217,000	-	-	5-			

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Goal:
Objective:

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Goal:
Objective:
Strategy:
Measure:

Focus

Alignment

Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/)
1,2,3	LEP	Teachers will engage in a book study of Eric Jensen's Teaching with Poverty in Mind	Cote, Reed, Fuentes, Dean, and Teachet					

[Empty table area for additional entries]