

# Comprehensive Needs Assessment

Grand Saline ISD conducts an ongoing comprehensive needs assessment in the areas of Demographics, Student Achievement, School Culture and Climate, Staff Quality, Recruitment, and Retention, Curriculum, Instruction, and Assessment, Family and Community Involvement, School Context and Organization, and Technology. Data reviewed included the Texas Academic Performance (TAPR) from the previous year, STAAR and STAAR performance data, PEIMS data for students and special programs, special program evaluations, inventories, surveys, DRA, Istation, ESTAR/MSTAR, TELPAS, staff development records, State and Federal Accountability, AMAO's, NCLB reports, and PBMAS results.

**The following sources provided data for the comprehensive needs assessment. An in-depth review of data led to the development of the goals, objectives, and strategies included in the District Plan of Action.**

- Longitudinal TAPR data
- Longitudinal academic performance data for non-TAPR student groups
- TELPAS, Istation, DRA, STAAR, STAAR, System Safeguards, PBMAS, and SAT/ACT
- 2015 Accountability Summary
- Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations

# 2015-2016 Needs Assessment and Improvement Plan for Grand Saline ISD, Grand Saline High School, Grand Saline Middle School, Grand Saline Intermediate, and Grand Saline Elementary

## District - Data Analysis Summary

### Findings: Refer to 2015 State Accountability and System Safeguards

- The district received a rating of Met Standard in State Accountability.
- All campuses received a rating of Met Standard in State Accountability.
- **State System Safeguards:** The performance target for the 2015 system safeguard measures correspond to the target of 60 on Index 1: Student Achievement. State reading and mathematics participation rates exclude STAAR A and STAAR Alternate 2 for all subjects and grade levels and all STAAR assessments in mathematics, grades 3–8. Therefore, the state participation results for mathematics are based on STAAR EOC Algebra I tests only.

### State Target is 60% on Index 1

The following student groups performed below state targets:

- District Performance Rate in Reading for ELL (Current & Monitored)
- District Performance Rate in Social Studies for All Students, Hispanic, White, Econ Disadv
- District Performance for Graduation Target Net Met for Econ Disadv
- High School Graduation Target Not Met for Econ Disadv
- Middle School Performance Rate in Social Studies for All Students, White, and Econ Disadv
- Intermediate Performance Rate in Writing for All Students, White, and Econ Disadv
- Intermediate Performance Rate in Science for All Students, Econ Disadv

## **Federal Target Rate is 83%**

Findings: Refer to 2015 Federal System Safeguards: The federally-approved target of 83 percent is applied to reading and mathematics performance results which include STAAR A and STAAR Alternate 2 for all subjects and grade levels and all STAAR assessments in mathematics, grades 3–8.

## **Federal Target Rate is 83%**

The following student groups performed below federal target rates:

- District Performance Rate in Reading for All Students, Hispanic, White, and Econ Disadv
- District Performance Rate in Math for All Students, Hispanic, White, Econ Disadv, and SPED
- High School Performance Rate in Reading for All Students, Hispanic, White, and Econ Disadv
- Graduation Target for Econ Disadv
- Middle School Performance Rate in Reading for All Students, Hispanic, White, Econ Disadv, and Sped
- Middle School Performance Rate in Math for All Students, Hispanic, White, Econ Disadv, and SPED
- Intermediate Performance Rate in Reading for All Students, Hispanic, White, Econ Disadv, and SPED
- Intermediate Performance Rate in Math for All Students, Hispanic, White, Econ Disadv, and SPED

## **Performance Based Monitoring Analysis System**

- GSISD did not meet PBMAS Standard in ESL STAAR 3-8 Passing Rate in Mathematics and Reading
- GSISD did not meet PBMAS Standard in NCLB, Title I, Part A STAAR 3-8 Passing Rate in Social Studies
- GSISD did not meet PBMAS Standard in SPED STAAR 3-8 Passing Rate in Mathematics, Reading
- GSISD did not meet PBMAS Standard in SPED Discretionary ISS and OSS Placements Disproportionality Rate

## **IMPLEMENTATION PLAN**

### Goal 1:

The annual goal is to increase state assessment passing rate by 10% in all low performing groups for 2015-2016.

### Strategy:

Professional Development in effective Math, ELAR, Social Studies, Science, and Writing strategies across the curriculum will be employed district wide. Professional Development to provide best practices and teaching strategies to address differentiation and learning styles for all student groups will be employed.

### Impact:

Leadership and staff will have appropriate knowledge and skills and take ownership of student success and learning and will increase performance on state assessment and increase graduation rate.

### Interventions:

- Math, ELAR, and Social Studies consultants will provide support in pacing, assessment development, coaching, modeling, classroom strategies, and data review.
- Writing across the curriculum will be employed district wide to increase and enhance students' general writing ability, but also increase both the understanding of content while employing specific vocabulary of the disciplines and demonstrating understanding.
- Writing assignments will be designed to introduce or give students practice with the language conventions of a discipline as well as with specific formats typical of a given discipline.
- Teachers will employ effective writing strategies for all student groups continuing with Writer's Workshop, 6+1 Traits of Writing, Kemah Writing, and Empowering Writer's strategies.
- Professional development to provide teaching strategies to address vocabulary development in mathematics, reading, and writing and to provide support in data disaggregation for leaders to drive instruction and student interventions.
- Teachers will identify students needing interventions based on Progress Monitoring Assessments utilizing DMAC for computerized benchmarking in ELAR, and Math, Science and Social Studies (at tested levels).
- Principals will attend documentation training.

- Data Walls/Boards will be created and used at each campus to monitor student progress.
- There will be an on-going review of PEIMS student data and disaggregation of performance data led by the campus principal.

**Goal 2:**

Increase attendance from 95.42% to 96%. Decrease special education student discipline referrals in ISS and OSS by 10% for the 2015-2016 school year.

**Strategy:**

Continued support and professional development for the district initiative "Capturing Kids Hearts" for teachers and leaders is required to provide support and skills to improve the culture and climate in the district.

**Impact:**

Relationships will be developed with students and staff and foster a desire to be at school and make better decisions. This will increase attendance, decrease office referrals, tardies, ISS/OSS placement, and allow students more time in instruction and will lead to improved academic performance.

**Interventions:**

- Professional development in "Capturing Kids Hearts" for teachers and leaders is required to provide support and skills to improve the culture and climate in the district for Implementation Year 2.
- Continued support and training for Process Champions for CKH Implementation Year 2.
- Professional Development in Winning Culture for auxiliary staff to support CKH Implementation Year 2.
- Consultant will provide administrators, teachers and instructional staff training in behavioral strategies.

### Data Collection for Monitoring Interventions:

- Progress Monitoring Reports
- Phone logs for parent contacts on attendance, discipline, or academic concerns.
- Lesson plans that include writing assignments in all core classes.
- PEIMS reports on attendance, discipline, and grades.
- Sign in sheets for Professional Development
- Intervention Schedules
- Student performance results on PMA's
- Sign in sheets for principal training
- Grade placement committee sheets
- Score Cards
- Walk-Through Observations