

GROOM ISD - NEEDS ASSESSMENT
2015-2017
Assessment of Current Situation

Comprehensive Needs Assessment

To assess where our students are in relation to our Vision, Mission, and our board-approved goals, the SBDM team reviewed all available data to identify our strengths and to prioritize our areas of concern. **Formal review includes data from the following:**

- ❑ Results of staff, community, and parent surveys, as practical
- ❑ Disaggregation of longitudinal AEIS/TAPR
- ❑ Disaggregation of current-year AEIS data/TAPR
- ❑ Percentage of Students Achieving “College Ready” Distinction on State Assessments
- ❑ Number of Students Achieving Phase-in Level II, Final Level II, and Level III Advanced status on State Assessments
- ❑ Analysis of Student Demographics including – enrollment trends, breakdowns by ethnicity, gender, and special programs
- ❑ Analysis of Staff Demographics including – Teacher/Student Ratios and Longevity
- ❑ Analysis of Staff Attendance Rate, Retention Rate, and Turn-Over Rate
- ❑ Alignment of Curriculum, Instruction, and Assessment
- ❑ District and Board Annual Goals for the District
- ❑ Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- ❑ Staff development needs survey
- ❑ Results of State & Federal planning requirements
- ❑ Student retention/graduation rates
- ❑ Reviewing TEA Summary of Finance Data (2010-11, 2011-12, 2012-13, 2013-2014, 2014-2015, 2015-16)

Informal measures include such as the following:

- ❑ Needs identified through campus faculty meetings, or discussions with staff, carried forward to SBDM meetings
- ❑ Review of **previous year(s) initiatives** to determine over-all effectiveness and implementation level and to consider continued development/modifications and necessary continued funding
 - New High School Scheduling Format – Combination Accelerated Block/Traditional Schedule
 - Incorporation of Web-based Technologies in High School Courses – New Web Page Provider (e-Chalk), current technology trainings for staff, and use of Google Classroom (or equivalent)
 - Progression to hosting on-line course materials through the District-Teacher Web Pages
 - Reviewing the District commitment to 21st Century Learning Principles and Engaging Digital Learners
 - Community Facility Needs Survey – Fall 2014
- ❑ Staff e-mails to district-level personnel
- ❑ Renewal of the district’s vision & goals, and discussion at the district level, regarding current information/research-based strategies that will help us to attain the vision
- ❑ Reviewing District Technology needs through site assessments, visits with teachers, and current educational advancements
- ❑ Informal conversations with teachers, students, parents, community members, and other interested parties in the community

Strengths

Our studies led us to the following discoveries regarding our strengths and our areas of concern and potential concerns, and all of these, then became the major focus of the Groom ISD, District Improvement Plan, either in form of very specific objectives or actions under the objectives. Our strengths and areas of concern are expressed in the following:

Strengths	Data Source
Caring, committed staff	Parent and student surveys, staff retention rates, active participation on the planning teams, and willingness of staff to perform additional duties as needed
LEP students ability to acclimate to the Texas Testing requirements (STAAR)	Student performance records, teacher feedback, RPTE results, parent feedback
Strong involvement and commitment of parents and community members to the school process and the school administration	Increased signatures on sign-in sheets, increased attendance at all school activities, parent surveys, increased participation on SBDM teams, and increased communication with GISD parents.
Providing tutorials for students in a variety of situations (morning and afternoon) and during other times of the day	Student performance record, student retention record, tutorial records
Teacher use of effective instructional practices and teacher commitment to learning	Staff development records, Principal reports (information gathered through meetings with teachers, principal walk-throughs and teacher evaluations)
Commitment of staff, parent, & community members to effective district planning and student achievement	Participation in planning sessions by all stakeholders – Demonstrated support of the academic program by teachers and parents as evidenced by students’ survey responses.
Use of technology for administrative procedures & for instructional support as a learning tool	Student performance records, teacher feedback, Principal reports, use of Parent Portal for grade reporting

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<p>Our efforts to build collaboratives – seeking professional growth opportunities, quality, research-based materials to promote student learning and teacher effectiveness</p>	<p>Alignment of Math & Science to TEKS, records of teachers training teachers, Student performance records, Vertical alignment efforts of staff</p>
<p>Teacher Retention/Experience</p>	<p>Analysis of Groom ISD data shows relatively high retention and experience rate for District teachers.</p>
<p>Use of Technology and Web-Based enhancements to enhance instructional effectiveness</p>	<p>District teacher use of computer-based software and/or internet-based software to enhance instructional effectiveness. Additionally, teacher use of technological resources (Interactive White-Board Technology, Calculators, Computers, and web-based tools like Google Classroom) to support instruction.</p>
<p>General School Safety – efforts to promote safety at school for students and teachers</p>	<p>Students generally feel safe at school – according to the spring 2011 Student Survey. Current Upgrades include: video surveillance at entrances for controlled access, installation of security doors to secure student hallway, increased awareness of the Visitor sign-in policy, and efforts by the district to counter bullying in school.</p>
<p>Use of Web-Based Resources to promote blended instructional opportunities (and credit recovery opportunities) for students at the High School level</p>	<p>Development of teacher web pages and hosting of on-line resources through the District web page, or Google Classroom, eventually leading to hosting of secure on-line course materials. Use of Odysseyware and other on-line course providers to structure individual learning plans for students.</p>
<p>District/Community support for student dual-credit opportunities through local colleges.</p>	<p>Evidenced by a district commitment to helping fund dual-credit opportunities for district students and in promoting expanded dual-credit opportunities through local junior colleges.</p>
<p>Willingness to attempt innovative processes and procedures to promote College Readiness Standards and ensure student success on rigorous State Assessments</p>	<p>Evidenced through development and implementation of new High School scheduling format – combination Traditional/Accelerated Block 5-Period Schedule.</p>
<p>Upgrading Technology – particularly Computer Needs: Maintaining one-to-one technology initiative in grades 3-12 and the availability of iPads in grades PKG-2 for instructional use</p>	<p>District Technology Objectives – Elementary and High-School labs are currently upgraded with new technology, Special Education has new Laptops and iPad technology, and grades PKG-2 currently have one-to-one access to iPad technology, additionally – grades 3-12 have personal laptops provided through a district technology grant</p>

<p>District commitment to new instructional programs for students</p>	<p>Over the last two years the district has added the following programs: CATE Technology Applications Courses, Journalism, Art, Agricultural Science, expanded Dual-Credit opportunities for students including a Certificate Program in Welding, Calculus, and began a tuition-based Pre-Kindergarten Program in the Fall of 2015. Additionally, the District has invested resources in additional staff and supplies for District Programs – employed additional elementary and middle school personnel for PE, Pre-KG, and Agricultural Science; and, additional high school personnel for Social Studies.</p>
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Concerns

Areas of Concern	Data Source
<p>Further close the achievement gap (even though all populations are about the 80th and 90th percentiles and continuously improving) and maintenance of performance levels with new STAAR Assessments</p>	<p>Student performance records, Longitudinal AEIS data (Goal 1 OBJ 1-2-3)</p>
<p>Develop stronger community and parent partnerships</p>	<p>Student performance records, in particular for special populations, Teacher and Principal feedback – Provide more activities to involve parents at school (academic and social) – Open House, Award Ceremonies, Seasonal Music Programs, Annual Veteran’s Program, District Committees (SHAC and Site-Based Committees) (Goal 5 OBJ 1)</p>
<p>Increase problem-solving objectives and evaluation of reasonableness of a solution, moving students toward Level III – Advanced on state assessments.</p>	<p>STAAR, RPTE, benchmarks, teacher feedback, AEIS/TAPR Results (Goal 1 OBJ 1-2-3)</p>
<p>Increase emphasis on student Reading Performance and Comprehension - seek tools to help improve reading skills</p>	<p>Student performance records, student retentions records, Use of Technology and online instruction to assist Reading /Academic Performance, District AR Program performance and results, Reading Intervention Strategies employed, and incorporation of a phonics program in elementary grades. (Goal 1 OBJ 3-4)</p>

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<p>Increase learning opportunities for all students to perform successfully on all state-mandated assessments</p>	<p>Longitudinal student performance data (Goal 1 OBJ 7) (Goal 2 OBJ 6)</p>
<p>Increase Student Attendance Rate</p>	<p>Attendance records, Teacher and Principal feedback, AEIS/TAPR reports, PEIMS data (Goal 1 OBJ 6)</p>
<p>Increase Staff Attendance Rate</p>	<p>Even though our Teacher Retention Rate and experience-levels are high, data shows that teacher attendance rates are above state averages; but, less than desired. (Goal 1 OBJ 6)</p>
<p>Continue support of teachers through specialized training in TEKS and STAAR; curriculum alignment, incorporating technology into instruction, as well as other research-based sessions ensuring that the needs of all students are met and that progress continues toward 100% mastery of all State standards for all students</p>	<p>AEIS/TAPR data which indicates continuous improvement for all student populations reflected in longitudinal studies, Principal observations of teaching performance (Goal 6 & 7 OBJ 1)</p>
<p>Increase reading mastery and mastery in all content areas for all students, in particular, for special populations and learning disabled students by using various web-based or tech-based programs</p>	<p>Longitudinal Student Performance data (Goal 1 OBJ 1-2-3) (Goal 7 OBJ 1)</p>
<p>Provide more intensive opportunities for identified at-risk students via Extended Day opportunities, tutorials, and one-on-one instruction</p>	<p>Disaggregated student performance results (Goal 1 OBJ 4)</p>
<p>Continue upgrading and integration of technology, for both administrative and instructional use including integration of Interactive White-Board technologies, computer-based learning activities, and web-based activities and tools</p>	<p>District Objectives – Evidenced by the availability of instructional resources on teacher web pages and use of digital technologies in student instruction (Goal 7 OBJ 1)</p>

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<p>Utilizing new technologies to enhance teaching and learning</p>	<p>Using new technologies to enhance the instructional process, improve student learning opportunities, and empower student learning (Goal 1 all OBJ, Goal 7 OBJ 1)</p>
<p>Provide more reality-based college and life-prep opportunities for students</p>	<p>Increase opportunities for life-skills and college-prep activities for students (Goal 8 OBJ 1)</p>
<p>Increase student choices in educational opportunities at school - including more Dual-Credit classes, more CATE classes, and more electives</p>	<p>Student Survey Results – Spring 2013 – HB 5 Requirements Research the potential to increase student choices within acceptable financial parameters. New scheduling format – provided more student choice in classes (Goal 1 OBJ 9)</p>
<p>Increase positive recognition for superior student performance</p>	<p>Student Survey Results – Spring 2011 (Goal 1 OBJ 1)</p>
<p>Increase rigor and depth of academic endeavors</p>	<p>Student Survey Results – Spring 2011 New class format in High School is increasing rigor and depth of instruction (Goal 1 OBJ 10)</p>
<p>Respect/Bullying Concerns – Students treating one another in a respectful manner</p>	<p>Student Survey Results – Spring 2011 Implementation of new behavioral program and bullying reporting guidelines Implement web-based notification system for reporting potential cases of bullying – allowing easier access to reporting and anonymous reporting Increase awareness of Bullying behaviors and their consequences through district assemblies. (Goal 10 OBJ 2-3)</p>
<p>District Counseling Services Providing counseling services for district students and parents</p>	<p>Fall 2013 Teacher/Staff Survey Seek methods of employing a counselor for district parents, students, and faculty – subject to availability of funding. (Goal 8 OBJ 1) District employed counselor 2 days a week for 14-15 through Region 16 ESC.</p>
<p>District Safety Concerns Emergency Preparedness</p>	<p>Fall 2013 Teacher/Staff Survey Increase number of practice exercises for evacuation, tornado, fire, and lockdown procedures – incorporating locations other than the classroom (Goal 4 OBJ 1)</p>

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<p>In-Service Trainings Teacher/Staff In-service Training</p>	<p>Fall 2013 Teacher/Staff Survey Include GT training as a district in-service opportunity for teachers Continue the 3-day incentive (177 day calendar) for teachers to attain in-service hours related to their interests during the Summer months (Goal 6 OBJ 1)</p>
<p>Raising Student Performance Levels Providing the tools and resources necessary to raise student performance on state assessments to the Regular Level II – Satisfactory, and Level III – Advanced required in future years.</p>	<p>State Assessment Results – TAPR Report Fall 2013, Fall 2014, Fall 2015 Consider AP Courses in Mathematics, Science, History, and English to enrich our curriculum and provide additional avenues toward college credit for students. (Goal 1 OBJ 1)</p>
<p>New MATH TEKS – K-8 TEKS ungraded for the 2014-15 school year with 9-12 Math TEKS slated for updating in 2015-16. These updates will cause curricular shifts within the mathematics program school wide.</p>	<p>New mathematics TEKS will increase complexity of mathematics for kids K-12. TEKS for Math are being shifted downward – increasing complexity for our kids and potential creating knowledge gaps that must be corrected. Possible JH/HS adjustments to consider: 1) 8th grade Algebra I vs traditional 8th Math Program; 2) AP Mathematics Courses in HS. Personal Finance Curriculum Requirements in the TEKS for Math will add new dimension for the Math Program – increasing the relevance of Math Models Curriculum in HS.</p>

Potential Concerns – Items to Watch

<p>Funding – Having adequate financial resources to support the academic mission of our school with the District already taxing at the legal M&O maximum of \$1.17</p>	<p>District Budget – District AEIS/TAPR Data and TEA Summary of Finance Data</p>
<p>Increasing Age of District Facilities and Increasing Maintenance Expenditures</p>	<p>Instructional facilities are 50+ years old and maintenance costs are continuing to increase annually – evidenced by District Budget data and Facility Needs Survey (Fall 2014)</p>

<p>Increasing Age of District Transportation</p>	<p>District still operates several pre-2000 year model buses – 2 out of 5 of the District’s buses are pre-2000 year models. District purchased 2 new buses in early 2014.</p>
<p>Teacher Salaries are below State averages at several experience levels</p>	<p>Annual AEIS/TAPR reports and TASB Salary studies show teacher salary schedules to be consistently below State averages in most experience levels – some are significantly below average.</p>
<p>High School Scheduling Format – Is the new schedule accomplishing its intended objectives?</p> <ol style="list-style-type: none"> 1) Increased Depth and Rigor of Instruction 2) Increased Student Choice 3) Reduced Class per Day for Students & Teachers 4) Results in better utilization of the State Testing Schedule 5) Makes high school experience more like college experience in terms depth of knowledge and work ethic expectations for students 6) Allows scheduling of more electives for students and more dual-credit opportunities 	<p>Spring 2013/2014 – Survey on the Block Scheduling Format for Parents, Students, Teachers, and Administrators</p> <p>Seek solutions to potential gaps in instruction for students <i>Continue to seek alternatives to equalize Fall and Spring Semester lengths and to move EOC exams in HS to the end of courses</i></p>
<p>District Safety and Security Consider changes to make the campus more secure for students and staff. Major Portion of Facility Needs Survey – Fall 2014</p>	<p>Consider ways to keep campus doors secure during hours of operation. Consider options to limit access to district facilities – <i>re-keying of facilities, establishing key zones for access control, more cameras including exterior camera installations, create a secure corridor for students by limiting access to academic hallways.</i></p>
<p>Staffing – District is currently operating understaffed. Professional staff – (HB5 mandates) 1.0-1.5 staffers short in Math, Science, and Extracurricular Programs; Professional Librarian Short; Elementary PE Position Short; Custodial Position Short.</p>	<p>Current staff members perform multiple roles making it harder to find suitable replacements when someone leaves – without changing our academic elective programs. Major barrier to improving this concern is funding. <i>District hired additional staff in 15-16.</i></p>

Mission

All Groom students have access to a quality education to enable them to achieve their potential and fully participate in social, economic, and educational opportunities. It is Groom Independent School District's belief that:

- *The general diffusion of knowledge is essential for the welfare of the community and the preservation of our liberties and rights;*
- *A successful public education system is directly related to a strong, dedicated, and supportive family; and*
- *Parental involvement in schools is essential for maximum educational achievement.*

Vision

"Excellence Now - A Commitment to the Future"