

Alief Independent School District
Klantzman Intermediate School
2020-2021 Comprehensive Needs Assessment



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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to the school report card from last year's STAAR test results Klentzman Intermediate overall score was a 71 which is a letter grade of a C. In student achievement Klentzman has a letter grade of a 62 D. In school progress Klentzman has a letter grade of a 72 C. In the area of closing the gaps Klentzman has a letter grade of 67 D. Klentzman attendance rate based on last year's school report card is African American at 22%, Hispanics at 68%, White at 4.2%, Asian at 4.5%. Klentzman also has also have sub categories in the areas of Economically Disadvantaged, English Learners, and Special Education. In the area of Economically Disadvantaged ranked at 91.8%, English Learners ranked at 58.3%, Special Education ranked at 8.5%. The mobility rate is at a 20.8% based on current school report card. Klentzman Intermediate class size average range from 19.2 to 22.8 students per classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Klentzman Intermediate were currently experiencing lack of parental involvement, and limited technology resources for families and students. There is also a need for parent training in relation to technology.

Student Learning

Student Learning Summary

According TEA's school report Klentzman earned a letter grade of C for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: More technology options are needed to support parents and students. Also lack of devices for students to access technology. **Root Cause:** National Pandemic has brought awareness to the increased need of technology.

School Processes & Programs

School Processes & Programs Summary

Instructional programs include Advancement Via Individual Determination (AVID) and Sheltered Instruction Observation Protocol (SIOP). Reading and Math interventions are available through first line instruction with the classroom teacher in a small group setting. For students who need additional help beyond first line instruction, We have provided students with face-to-face, as well as computer based small group interventions. We have also included a 30 minute intervention for all student on campus during the instructional day that takes place 9 days out of 20 each month.

Instructional curriculum is aligned to the TEKS for all subject areas. Teachers meet each week for collaborative content planning and once a month before-school professional learning community (PLC) meetings.

Student and staff expectations are aligned to the vision and mission found in our campus guidelines for success.

The district recruits teachers through job fairs and local ACP programs. Monthly New Teacher and Mentor meetings are used to keep new teachers and staff informed of campus and district expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Klentzman needs to provide a more systematic approach for all students across all content areas where academic deficits can be addressed and monitored to close the learning gap. Some considerations would include providing enrichment support earlier in the school year.

Perceptions

Perceptions Summary

MISSION STATEMENT:

Klentzman will set a strong foundation that unifies all stakeholders to exceed expectations and inspire future community leaders.

VISION:

As a community, we are committed to serving with excellence, #servingwithexcellence

CORE VALUES:

Klentzman will commit to:

Collaborating as a team

Treat all with respect

Demonstrate integrity

Provide quality instruction and produce quality work

Being accountable to ourselves and the community