

Alief Independent School District
Youngblood Intermediate School
2019-2020

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Students:

Enrollment has remained approximately the same over the past few years; about 1,050-1,100.

Youngblood has a diverse ethnic student population representative of the Alief community.

Youngblood's special programs include 6th grade Dual Language, 5th grade Dual Language, 6th grade STEM Academy, 1st year 5th grade STEM Academy, Gifted and Talented, Bilingual/ESL, and Special Education.

Currently Youngblood has 490 LEP students and 229 Monitors. In the 2018-19 school year 83 students exited the program 64 5th graders and 19 6th graders.

Currently Youngblood has 477 students enrolled in the STEM Academy.

Staff:

All professional staff are highly qualified and state certified.

Most staff completed the required 14 hours of professional development.

School:

Youngblood has an open-door policy where parents/guardians are welcomed to participate with their child's learning through Principal's Coffees, Family Engagement Nights, GT and STEM presentations, and the Family Center.

Youngblood houses Communities In School (CIS) that provides services and resources to our families that have needs.

Parents and Community:

Youngblood services a community of various socioeconomic backgrounds and educational levels.

Student Academic Achievement

Student Academic Achievement Strengths

Overall

- Youngblood Intermediate earned Distinction Designation in all possible areas: Math, Reading/ELA, Science, Top 25% Student Progress, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness.
- Met standards on all 4 Performance Indices for State Accountability.
- 83 of our ESL and Bilingual students met state exit criteria.

Reading

- Youngblood was higher than the district in percentage passing at Approaches, Meets, and Masters.

Science

- Youngblood was higher than the district in percentage passing at Approaches, Meets, and Masters.

Math

- Youngblood was higher than the district in percentage passing at Approaches, Meets, and Masters.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 26% of our special education student population met standards on the Science STAAR test.

Problem Statement 2: 47% of our bilingual student population meet standards on the Science STAAR test.

Problem Statement 3: 58% of our 5th grade special education population meet standards on the Math STAAR test.

Problem Statement 4: 85% of our 5th grade bilingual population accomplished the meets standards or higher on the Math STAAR test.

Problem Statement 5: 61% of our 5th grade ESL population and 70% of our 5th grade bilingual population met standards on the Reading STAAR.

Problem Statement 6: 37% of our 5th grade special education student population met standards on the Reading STAAR.

Problem Statement 7: 17% of our 6th grade special education population met standard on the Reading STAAR.

Problem Statement 8: 72% of fifth grade students met grade level expectations on the Reading STAAR. 77% of fifth grade students met grade level expectations on the Reading STAAR.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Strengths

Reading

- **Written Curriculum**

Provided by the district to ensure proper pacing and adherence to the TEKS expectations.

- **Taught Curriculum**

Teachers closely followed the written curriculum to ensure that the students would receive instruction that was engaging, challenging and rigorous.

Teachers used student data to drive instruction.

- **Tested Curriculum**

1. *Teachers and Content Specialists worked together to develop campus common assessments. So that all students would be held to the same rigorous academic standards.*
2. *District Common Assessments (developed by district level administrators) were administered and the data used as a tool to gauge current academic levels and plan future instruction and intervention.*

Math

- **Written Curriculum**

- provided and written by content experts at the district level to ensure proper pacing in account of new, more rigorous standards
- 5th grade focus on Singaporean Math which has shown high levels of achievement on international assessments with a focus on problem solving

- **Taught Curriculum**

- teachers focused more on problem solving with word problems to better prepare students for higher rigor of assessments
- teachers taught content to fill in learning gaps from change in state learning standards in the year

- **Tested Curriculum**

- district wide assessments utilized to give proper comparisons for new standards and adjust teaching/curriculum accordingly

- increase in rigor of assessments to match increased level of rigor on new state assessment

Science

Written Curriculum

- *Provided by the district to ensure proper pacing and adherence to the TEKS expectations*

Taught Curriculum

- *Teachers closely followed the 5E science curriculum to ensure that the students would receive instruction that was engaging, challenging and rigorous, including a balance of hands-on science and literacy in science.*
- *Teachers used student data from both formative and summative assessments to drive instruction.*

Tested Curriculum

- *Students were assessed with campus common assessments at the end of each science unit to ensure that all students would be held to the same rigorous academic standards.*
- *District Common Assessments were administered twice during the school year and the data was used as a tool to gauge current academic levels and plan future instruction and intervention.*

Technology

- *100% of teachers participated in at least 3 hours of Technology Professional Development*
- *39% of students interacted in a digital learning environment at least four times a month.*

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our ELL and Spec. Ed. students had difficulties in Science, understanding key concepts and key vocabulary words. This was evident in their test results.

Problem Statement 2: The science assessments contain many visuals and analyze data tables with reading and math concept comprehension skills. **Root Cause:** Teachers need to continue to reinforce the strategies needed to assist students in interpreting the visuals and data tables/graphs

Problem Statement 3: The rigor of the assessments is much higher and the reading of the text is much longer than previous science assessments.

Problem Statement 4: Teachers did not use Schoology with 100% fidelity as their digital learning environment and this is the expectation for this school

year. **Root Cause:** Teachers felt uncomfortable and unsure of the new learning management system; they were more comfortable with others they had previously been using; other digital learning environments were acceptable last school year.

Problem Statement 5: Though enough for an exemplary rating last year, a minimum of 70% of teachers taking 7+ hours of Technology Professional Development classes is still a low number. **Root Cause:** Teachers feel pulled in many other content areas for Professional Development, so Technology Professional Development is not a priority; teachers have trouble seeing the value of Technology Professional Development and how it can help increase rigor, levels of questioning, differentiation, student choice, and many other benefits this training could bring to their instructional practices.

Problem Statement 6: Continuation of Problem Statement 5: **Root Cause:** Continuing: teachers lack a certain level of confidence in their own technology competencies, and as a result, have great fear in not knowing more than their students where technology is concerned. This hinders the teacher desire to require students to master their technology competencies, even though it is necessary to help our students be more successful and marketable in their futures.

Problem Statement 7: Though a minimum of 89% student mastery of technology competencies is "Acceptable", it is still not as high as it could be, should be, or may need to be to reach the same level of "Acceptable" this school year. **Root Cause:** The activities, projects, and other exposure necessary to give students the opportunity to reach mastery of their grade level competencies takes more time than many teachers are willing to give;

Perceptions

Perceptions Summary

Perceptions Strengths

- Data shows the discipline incidents that resulted in a level III, IV or V decreased from the 2017-2018 school year to the 2018-2019 school year.
- School Counselors meets with classes to support the Prevention and Safe Schools monthly character traits and prevention skills.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Data from 2018-2019 referrals show high student incidents due to not having enough staff supervision in common areas.

Problem Statement 2: Data from the 2018-2019 Student Safety and Climate Survey indicates 70% of our students feel cyber bullying exists at our school.