

Alief Independent School District
Miller Intermediate School
2018-2019 Comprehensive Needs Assessment

Mission Statement

What does each student need to know?

How do we know if they are learning it?

What do we do if they don't know?

What do we do if they do know?

Vision

Collaboratively, we will be a positive and solution-oriented community.

Value Statement

Perform with Excellence

Be Accountable

Safe, Civil and Positive Environment

Step Back, Reflect, and Improve

Collaborate

Respect

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

African American	366
Hispanic	412
White	36
American Indian	6
Asian	86
Pacific Islander	2
Two or More Races	5
Eco Dis.	717
Non-Educationally Disadvantaged	196
ELL	210
At-Risk	709
SE	81
Bilingual/ESL	232
CTE	0

Demographics Strengths

Miller's mobility rate for the 16-17 school year was 15.1% which suggests the majority of our students will begin and finish at Miller.

Homeless students for the 16-17 school year was less than 1%.

Miller's attendance rate 15-16 school year was 97.4%

Miller's ELL population met standard in all content areas but science.

Student Achievement

Student Achievement Summary

Year	RDG	RDG ELL	MATH	MATH ELL	SCIENC	SCIENCE ELL
2016	77	61	80	78	71	74
2017	83	72	88	68	74	66
2018						

Student Achievement Strengths

YEAR	RDG	RDG ELL	RDG HISP	RDG AA	RDG SPED	SCI	SCI ELL	SCI HISP	SCI AA	SCI SPED	MATH	MATH ELL	MATH HISP	MATH AA	MATH SPED
2015	77	61	76	73	31	71	74	78	59	25	80	78	82	73	52
2016	81	76	85	72	30	71	74	78	59	25	85	87	88	77	51
2017	83	74	81	81	58	74	66	72	69	46	88	87	87	85	85
2018						69	68	77	55	34					
2019 Goals	90	85	90	90	85	80	75	80	75	75	90	90	90	90	90

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special education across 5th have a 34% pass rate on STAAR Science and scores have fluctuated over the past three years. **Root Cause:** Changes in assessment

Problem Statement 2: Special education across 5th grade have a 63% pass rate on STAAR Reading and scores have fluctuated over the past three years. **Root Cause:** Changes in assessment

School Culture and Climate

School Culture and Climate Summary

Our campus will maintain a safe and orderly environment.

Data Reviewed:

Discipline referrals, suspensions, expulsion, and alternative placement reports

Safe Schools Audit report, School Climate Survey results

Incidents reported	2016	2017	2018
campus/class rules violations, cutting in line, lack of class prep, sleeping in class, hitting/slapping	19	70	69
Disobedient or disorderly insubordination	121	157	86

School Culture and Climate Strengths

Continue CHAMPS throughout Miller: classrooms, cafeteria, assemblies, electives, hallways and bus.

Last year the number of discipline offenses involving diobedient or disorderly insubordiantion dropped from 157 to 86.

The number of discipline offenses involving campus/class rules violations dropped from 70 to 69.

The development of after school sports or clubs such as cheerleading, MOB, volleyball, Girls on the Run, LOD/MOE, ASAC and NHS works as an incentive to promote a positive school culture and climate.

Mavericks Making a Difference, a mentoring program, also promotes a positive school climate and culture.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Year	# of teachers	# retired	# Promoted	# Other	% Retained
12-13	67	0	0	5	92%
13-14					
14-15	64		0	4	93%
15-16	66	0	0	7	89%
16-17	67	2	0	4	91%

Staff Quality, Recruitment, and Retention Strengths

Year	# of Teachers	% Highly Qualified	% Core Academic Subjects Taught by Highly Qualified Teachers	% Teachers receiving High Quality Professional Development
12-13	67	100	100	100
13-14	67	100	100	100
14-15	64	100	100	100
15-16	66	100	100	100
16-17	67	100	100	100

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Miller will close the achievement gap to ensure that all students reach their academic potential

Data Reviewed:

State Data Tables, AYP Data Tables, program evaluations (required for all state and federally funded initiatives), attendance, homeless students, multi-year trends, failure lists, report card grades, semester exams, promotion/retention rates, mobility rates.

Summary of Findings:

Year	RDG	RDG ELL	Math	Math ELL	Science	Science ELL
2014	90	78	89	79	78	73
2015	86	75	N/A	N/A	64	45
2016	77	61	80	78	71	74
2017 Goals	90	90	90	90	80	80

Year	Math	Reading
2014	70	65
2015		
2016		
2017	80	75

2013-2014	2014-2015	2015-2016	2016-2017
Mobility Rate 16.7%	15.1	14.8	15.5
Attendance 97.5%	97.5	97.5	97.9
Promotion/Retention rate	1.0%	0.03%	0.4%
Homeless Student %			

Curriculum, Instruction, and Assessment Strengths

Math:

All instruction should have a strict adherence to the TEKS

Teachers will collaborate with content specialist to increase growth of every student

Lesson design, questioning, and assessment are aligned with rigor of the TEKS

Reading/Language Arts:

Reading scores will demonstrate growth of all students

Increase writing and reading in the science content areas

Build the reading stamina levels of all students

Close achievement gap between general population and ELL

Teachers will collaborate with content specialist to increase growth of every student

Lesson design, questioning, and assessment are aligned with rigor of the TEKS

Science

80% of all students will pass the STAAR

All science classrooms will demonstrate evidence of 45-50 minutes of daily science instruction

Teachers will participate in science PLC's and EPTs

Teachers will collaborate with content specialist to close the achievement gap between general population of ELL

Increase writing and reading in the science content

Social Studies:

100% full implementation of curriculum with fidelity

ESL:

ELL population will advance one or more levels on the TELPAS

ELL population will demonstrate growth on the STAAR in reading and math. 80% for science

Close the achievement gap between gen population and ELL

Support Dual Language and Bilingual teachers by providing materials and professional development necessary for student success

Special Education:

Special Education population will increase test scores on the 2018-2019 STAAR test

Technology:

Students will use technology as a tool to enhance learning and assess progress

Provide teachers with new technology and training to aid in the integration of technology across the content areas

Parent and Community Engagement

Parent and Community Engagement Summary

Year	VIPS Hours
2012	489:12
2013	341:09
2014	350:09
2015	355:09
2016	

Parent and Community Engagement Strengths

In order to improve positive relationships with all stakeholders (community-parents, students and staff), events will be scheduled throughout the school year to encourage participation to meet all needs. The identified areas are as follows

* Encourage student participation in campus organizations

1. LOD/MOE
2. NHS
3. Student and Staff Volleyball Game
4. ASAC (science club)
5. Coding/Robotics Club
6. Cheerleading
7. Men of Brilliance Step Team

8. Girls Dance Team

9. Boys Club

10. Dual Language Nights/Activities

* Participation in Alief Sponsored Community Events

1. Alief International Parade

2. Alief Proud Day

* Host Family Nights and Events

1. Tech/ Health Night

2. Meet the teacher

3. Parent Night Fall/Spring

4. Theater ARTS/Orch/Band performances Winter/Spring

5. After school sports club events

6. Parent Center Grand Opening

7. Trunk or Treat

8. Family Food Truck Night

9. Family Center

10. Family Engagement Conference

11. Literacy Day hosted by Family Engagement

12. Meet the Principal Event

13. Hosting 2018-2019 District Science Fair

School Context and Organization

School Context and Organization Summary

Miller's Vision Statement

Collaboratively, we will be a positive and solution oriented community.

Guidelines for Success:

As a Maverick I will:

Make good choices

Involve myself responsibly

Listen

Learn all I can

Excell beyond my expectations

Respect myself and others

Miller Values: Perform with Excellence, Be accountable, safe, civil and positive environment, step back, reflect, and improve, collaborate, respect

Miller's Mission:

What does each student need to know?

How do we know if they are learning?

What do we do if they don't know?

What do we do if they do know?

Miller's Motto: Ride with Pride

School Context and Organization Strengths

Miller uses a combination of data to drive instruction such as:

CCA's

DCA's

summative and formative assessments

teacher input and observation

grades/attendance/tardies

PLC/EPT/planning days/Lead Teachers are programs in place to accomplish the following tasks:

communicate content and language objectives

communicate sheltered instruction strategies

communicate and deconstruct TEKS

Analyze a variety of data and make conclusions

Communicate and analyze rigorous alignment in lesson design, questioning, and assessment

Scaffold teacher content knowledge in all contents including technology

Share and practice professional development knowledge

Technology

Technology Summary

Miller Intermediate provides ample opportunities for staff and students to exceeds district technology standards. On Campus we offer Netbooks, iPads, Classroom Response Systems, Mobis, Eno Boards, and multiple media labs for student use. Additionally, Miller Intermediate's teachers and staff received professional development on the integration of Google Drive, Google Classroom, Schoology, and problem based learning. Several of our teachers use these tools to incorporate flipped learning, a strategy that gives students the opportunity to learn at home before arriving at school. Numerous staff members use technology to help with classroom management by working with a program called Clasdojo. At Miller we also integrate "Bring Your Own Device" an initiative that allows students to bring their own devices to class for instructional use. The Bring Your Own Device initiatives allows for students to bring devices from home and use them for instructional use. Miller also uses Mobis are a wonderful handheld tool that controls tools similar to a smart board and teachers can walk around the classroom free from their computers. Teachers use software such as Kahoot and Weebly to enhance instruction, with projects like Genius Hour. At Miller we also integrated a distance learning project in which teachers and students participated in different video chats with other schools in the district and throughout the nation. Teachers enjoyed the training and technology usage and integration increased.

Technology Strengths

- Over 200 Wireless Instructional devices for student use
- Dual Language Smart Projectors
- Bring Your Own Device used Campus Wide
- All Computers have been updated in the last 3 year