

**Alief Independent School District**  
**Miller Intermediate School**  
**2021-2022 Comprehensive Needs Assessment**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics

1. School or Charter – Miller is an intermediate school serving grades 5 and 6. The total enrollment at Miller is 963 students. Students at Miller are between the ages 10-12. We are located in Alief ISD, Houston, Texas. Miller is a public school with an open enrollment.
2. Race/Ethnicity: African American – 39.1%; Hispanic – 43.3%; White – 5.4%; American Indian – 1%; Asian- 10.1%; Pacific Islander – 0.1%; Two or More Races – 0.9%
3. Student Groups: economically disadvantaged – 77.6%; Special Education – 9.1%; and English Learners – 24.6%; Migrant – 0.0%; and At-Risk-80.2%
4. The mobility rate for 2018-2019 school year was 15.9% in comparison to the 2017-2018 school year where the mobility rate was 17.4%. The mobility rate at Miller has dropped 1.5%. This trend indicates that students at Miller start and finish the school year at Miller.
5. Staff Data: State certified staff: 74.3; Number years of experience: beginning experience – 2; 1-5 yrs experience – 14; 6-10 yrs experience – 10.5; 11-20 yrs experience – 21.6; Over 20 yrs experience – 17.0; Teacher race/ethnicity: African American- 30.5; Hispanic – 14.1; White – 20.0; American Indian – 0; Asian – 0.0; Pacific Islander – 0.0; Two or More Races – 0.5 ;The difference between the 2019-2020 school year and 2015-2016 school year is an increase in 10 staff members who are African American, and 8 less staff members who are White. The number of Hispanic teachers has remained the same.
6. Parent/Guardian/Community:

#### Demographics Strengths

1. Miller has a 15.9% mobility rate, which indicates that 84.1% of students begin and end their year at Miller.
2. Miller has high staff retention with a majority of the teachers having between 11-20 or more years experience.

# 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	85	87	74	74
2018	84	84	88	88	72	72

## Student Achievement Strengths

YEAR	RDG	RDG ELL	RDG HISP	RDG AA	RDG W	RDG A	RDG SPED	SCI	SCI ELL	SCI HISP	SCI AA	SCI W	SCI A	MATH	MATH ELL	MATH HISP	MATH AA	MATH W	MATH A	MATH SPED
2015	77	61	76	73	*	*	31	71	74	78	*	*	*	80	78	82	73	*	*	52
2016	81	76	85	72	*	*	30	71	74	78	*	*	*	85	87	88	77	*	*	51
2017	79	80	81	73	91	90	45	74	76	72	69	*	100	85	87	87	85	85	97	85
2018	84	84	81	83	81	94	59	72	79	78	60	68	92	88	93	90	82	86	98	74
2019 Goals	90	85	90	90	90	95	85	80	75	80	80	80	95	90	90	90	90	90	99	80

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Special education across 5th have a 49% pass rate on STAAR Science and scores have fluctuated over the past three years. **Root Cause:** Changes in assessment

**Problem Statement 2:** Not all essential components are being incorporated into teacher's weekly lesson plans. **Root Cause:** Has not been a campus focus over the past years

**Problem Statement 3:** Special education across 5th grade have a 59% 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

<b>Incidents reported</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
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 disobedient or disorderly insubordination 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 cheer-leading, dance team, MOB, volleyball, 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	Teacher Retention			% Retained
		# retired	# Promoted	# Other	
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	Highly Qualified Teachers	
			% 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
17-18	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:

### STAAR Accountability Data: Percentage of All Students Passing

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	84	84	88	93	72	79

### Student Progress Numbers from the Performance Index Report

Year	Math	Reading
2014	70	65
2015		
2016		
2017	80	75

### Miller Campus Data

	2014-2015	2015-2016	2016-2017	2017-2018
Mobility Rate	15.1	14.8	15.5	17.4
Attendance	97.5	97.5	97.2	97.4
Promotion/Retention rate	1.0%	0.03%	0.4%	0.5%
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 TEK

### **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 TEK

### **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	Community and Parental Involvement 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. Cheerleaders
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/Orchestra/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

# 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

Excel 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 hand held 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
- Smart Projectors throughout the building
- Bring Your Own Device used Campus Wide
- All Computers have been updated in the last 3 year
- Use of Twitter and other social media to promote campus activities
- Announcements on YouTube