

**Alief Independent School District**  
**Klentzman Intermediate School**  
**2016-2017 Comprehensive Needs Assessment**

## **Mission Statement**

Klantzman, in collaboration with parents and community, will provide an exemplary education for all students in a safe environment.

## **Vision**

Our staff, students, and parents are dedicated to fulfilling the goal of fostering individual student success through an exemplary educational program that enables students to contribute to our community in a positive, productive and rewarding manner. Each day we strive to make these contributions to our community and to develop individual character.

## **Value Statement**

Klantzman Intermediate School believes that students learn best when they are surrounded by nurturing and knowledgeable teachers that focus on creating meaningful relationships and plan meaningful opportunities for learning. The faculty and staff understand that students thrive within a learning environment that is collaborative and promotes student choice. Our teachers participate in staff development with a focus on TEK alignment and differentiated activities that engage all learners. Our goal is for all our students to be prepared for a successful college experience fortifying them to achieve

their dreams within their career of choice. Klentzman students are resilient and through strong mentorship and instruction, they will succeed!

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# Comprehensive Needs Assessment

## Demographics

## **Student Achievement**

### **Student Achievement Summary**

**In which areas are we showing growth? At what rate? Compared to which standard of achievement? Each content area showed overall growth in SEs:**

**What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?**

**What does the data reflect within and among content areas?**

### **Student Achievement Strengths**

**Each content area showed overall growth in SEs:**

**The interventionists from all content areas provide push-in support. In some extreme cases, pull-out intervention has been utilized. Not enough current data has been collected to justify which students are benefitting or not.**

**Across all content areas, our strongest growth is in our 5<sup>th</sup> grade students.**

### **Student Achievement Needs**

**We will modify the tutorial sessions for morning and after school. Morning tutorials will be offered in the Fall semester. After school tutorials will be offered in the Spring semester.**

**Close the academic gap for parents by offering different academic activities such as, content nights, educational videos, and in connection with the parent center.**

## **School Culture and Climate**

### **School Culture and Climate Summary**

#### **Mission Statement**

**Klentzman, in collaboration with parents and community, will provide an exemplary education for all students in a safe environment.**

### **School Culture and Climate Strengths**

**Evidence of student and staff collective alignment with our mission statement:**

- **Active monitoring by staff**
- **Collaborative planning**
- **Ongoing training**
- **Use of data to drive instruction**
- **Posting of language objectives and sentence stems for lessons**
- **Building positive relationships with all stakeholders**
- **SNAPP mentor program**
- **Dare to Dream**
- **Girl Scouts**
- **Morning tutorials**
- **Students working toward CHAMPs bucks awards**
- **Multicultural projects**

**Generally, students and staff hold a high perception of facilities and the physical environment which is evident throughout the building. Academic content posted in the main hallways, the leaderboard showcasing faculty achievements and participation in reaching campus goals, attendance data displays on the 5<sup>th</sup> and 6<sup>th</sup> grade main hallways, and student artwork reinforce the pride that faculty and students have in the physical building.**

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Strengths**

#### **How is data used to inform curriculum, instruction, and assessment decisions?**

**Student specific data is pulled from multiple sources (I-Ready, SRI, TTM, I-Station, state assessment scores) is analyzed throughout the school year to adjust support & determine appropriate academic goals for our special education students. The specified goals within student ARD paperwork drives their individualized instruction & also helps to determine appropriate accommodations & make projections for their future assessments.**

#### **How are curriculum, instruction, and assesment aligned with 21st Century Learning Skills?**

**Skills such as Information and communication technology (ITC) literacy & media and internet literacy are embedded in some of our instructional programs such as Read 180, TTM, I-station & I-Ready. Students receive instruction *with technology* & therefore have the opportunities to apply these skills during independent practice & corresponding assessments.**



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

**Family and community members have an opportunity to voice their opinions and concerns about school decisions in both the FAME Committee and Shared Decision Making Council.**

**The partnership between Communities In Schools (CIS) and the Family Center provide a wide variety of services to our parents, community members, and students to build healthy family relationships. The Family Center provides classes to help parents learn English, computer skills, life skills, health and wellness, academic support, and parenting tools. CIS provides students with lunch groups that strengthen the students' social and relationship skills, as well as supportive guidance. CIS also provides resources for individual and family counseling, drug and alcohol treatment facilities, and other social services that support our families during periods of emotional and/or financial crises.**

**Klantzman has community partnerships through CIS with Operation School Bell, Houston Food Bank, Council on Recovery, the Houston-Galveston Institute, the Harris Foundation, the FBI, and the GREAT Program.**

### **Family and Community Involvement Strengths**

**The CIS and Family Center relationship provides a supportive net for Klantzman parents and students. The Family Center does a wonderful job of creating a welcoming environment that encourages our parents to get involved at Klantzman. CIS does a great job of supporting parents and students with guidance or resources for formal counseling and of providing social services or resources for social services for families in financial duress.**

### **Family and Community Involvement Needs**

**We could use some improvement in creating and sustaining community partnerships to support our families and students. We could also use some improvement in family and community participation in school-wide events and their involvement in the students' education and behavior.**



## **School Context and Organization**

### **School Context and Organization Summary**

How is your school day structured? Electives, master schedule?

### **School Context and Organization Strengths**

Students who are identified as poor performing, we provide interventions in reading, math, and science. The teachers on the campus share decision making by being participants on committees that are centered around context and culture/climate. The school expectations reveal that we are all responsible for successfully educating all students as we meet instructional and psychosocial needs.

## Technology

### Technology Summary

**Klentzman must continue to develop and maintain the capacity of our network infrastructure; provide appropriate hardware and software resources and safe environments to match needs of instructional requirements. An increase in technology access to students on a 1 to 1 basis will increase the technology integration on campus.**

### Growth Strategies:

1. 1. 70% or higher of Klentzman teachers will take at least 3 hours of technology professional development.
2. 2. Class Learning Environment Strategies: 75% or higher of Klentzman students will master Student Tech Competencies on that grade level.
3. 3. Teacher Competency Level: 100 % of teachers at Level 1 & 10% or higher of teachers at level 2.
4. 4. Digital Classroom Environment will be at 70% or higher.

### Technology Strengths

**Network infrastructure sufficient to support campus-wide student BYOD use. There are projectors, Mobi's, and a document camera in every class to allow for engaging multimedia lessons. Most staff at Klentzman have completed Level 1 Technology proficiency, and are effectively able to incorporate those strategies into lessons. Many textbooks have online access/activities available to students in and out of school. Each content area has some form of**

**technology available for checkout.**

#### **Technology Needs**

**There is a need for more computer lab space to accommodate classes. As it stands with the intervention rotations, there is not sufficient time for classrooms to use computer labs for projects. Without 1 to 1 computer space for classes it is difficult to work on student technology competencies. There is also a need for more tablets and iPads at Klentzman. These tablets would help facilitate interventions in class, and mastery of tech competencies. Technology professional development opportunities for teachers should increase on campus to help teachers master technology integration on campus.**

**Data Reviewed: Klentzman2014- 2015 Digital Scorecard, and technology inventory.**