

Alief Independent School District
Martin Elementary
2022-2023 Comprehensive Needs Assessment



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Martin is a PK-04 Title1 School with a total enrollment of 818 students and an overall State Accountability rating of C as of 2019. However, all Districts and schools were not rated in 2021 due to COVID-19 and received a label of Not Rated: Declared State of Disaster for their 2021 accountability ratings. Economically Disadvantaged is our over represented subpopulation, 91.9%. Overall daily Attendance rate is 93.4%. The table below summarizes enrollment by demographic and student groups.

Data

Campus Profile

	Student Percentage		Teacher Percentage	
	2020-2021	2018-2019	2020-2021	2018-2019
Demographics				
African American	7.6	8.6	16%	13.6%
Hispanic	80.3	77.9	54%	51.8%
Asian	8.7	9	11%	10.6%
White	2.6	3.2	19%	24.0%
American Indian	0.7	0.9		
Two or more races	0.1	0.5		
Economically disadvantaged	91.9	87.7		
Emergent Bilingual/EL	80.2	76.2		
Special Education	6.8	6.6		
Daily Attendance average	93.4	96.6		

Districts Mobility: 27%

Campus Mobility: 13%

State Mobility: 13.8%

Demographics Strengths

Strengths:

- The mobility rate of our population is relatively low and allows for consistency and scaffolding based on concepts and skills taught in previous years.
- Based on the 2020-2021 TEA School Report Card, the distribution of demographics of students is aligned to the demographics for teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: African American, Hispanic and Asian students did not make growth in Reading and Math on all performance levels (Approaches, Meets, Masters) based on the STAAR results reported on the TEA School Report Card. **Root Cause:** We did not have a plan for differentiating instruction to target struggling students during first line instruction.

Student Learning

Student Learning Summary

Data

STAAR All Subjects Overall Performance

Approaches	All	A.A.	Hispanic	White	American Indian	Asian	EL
2021	43	42	41	48	67	56	41
2019	67	66	65	61	17	83	65

STAAR All Subjects Overall Performance

Meets	All	A.A.	Hispanic	White	American Indian	Asian	EL
2021	17	13	16	12	33	30	15
2019	35	38	31	32	17	62	32

STAAR All Subjects Overall Performance

Masters	All	A.A.	Hispanic	White	American Indian	Asian	EL
2021	6	4	5	12	17	15	5
2019	16	15	14	9	0	36	14

2020-2021 STAAR Reading Overall Performance

	All	A.A.	Hispanic	White	American Indian	Asian	EL
2020	49	55	45	56	*	65	47
2019	64	65	62	59	*	82	62

2020-2021 STAAR Math Overall Performance

	All	A.A.	Hispanic	White	American Indian	Asian	EL
2020	43	32	41	33	*	65	40
2019	75	69	75	71	*	91	75

Student Learning Strengths

Strengths:

- 3rd Grade Reading performed above the district in all the performance levels.
- 3rd Grade Math performed at the same level as the district at the Master level
- 3rd grade Asian student's performance grew in the approaches and meets category.
- The campus is 1% above the district in the approaches category for 3rd grade STAAR Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 18% of third grade and 14% of fourth grade students are performing at the meets and masters level on STAAR Math. 40% of third grade and 32% of fourth grade students are performing at the meets and masters level on STAAR Reading. **Root Cause:** There is lack of consistent formative assessments to monitor student learning needs followed by the necessary instructional adjustments to provide support and/or enrichment to students. There is inconsistency in being prepared to pull small groups and utilizing HMH and other resources. Teachers are not familiar with the different components within a small group to support differentiation.

School Processes & Programs

School Processes & Programs Summary

Martin Elementary has a variety of effective and efficient processes and programs to ensure students across grade levels meet their highest potential. Instructionally, teachers follow the TEKS, district pacing guidelines, and district provided resources, such as HMH and Math in Focus, which ensures instruction is aligned to the state curriculum. Content specialists across subject areas meet with grade level teams on a weekly basis to discuss lesson planning, lesson delivery, language building activities, student learning objectives (SLOs), and informal and formal formative assessments.

Martin offers a variety of language programs for our large population of Emergent Bilinguals (EB). The campus is one of the three campuses in the district to offer the Two-Way Dual Language program where non-Spanish speakers and Spanish speakers have the opportunity to acquire both English and Spanish. Moreover to support the district's bilingualism and biliteracy goals, the One-Way Dual Language model is also offered in places of the former Bilingual Early Exit Model. Our school is successfully piloting the program in 3rd grade, which is one year ahead of the district schedule.

In order to support instruction, all teachers at Martin have a coach and receive several walkthroughs throughout the year in order to focus on Martin's big goals. The Instructional Leadership Team conducts these observations and provides bite sized feedback utilizing the Get Better Faster coaching model. This year teachers have received feedback on small group instruction and aggressive monitoring to ensure students receive targeted support based on their academic needs in both Reading and Math. ELAR Kinder and First grade teachers are receiving coaching on literacy aligned goals through the Reading Academy coaches from the district initiative.

Assessment data is analyzed during MC3, Long Range Planning, and specific PLCs throughout the year. Summative assessment data are used to measure student performance on grade level TEKS. In order to implementing formative assessment practices across grade levels, the campus on its second year implementing aggressive monitoring practice across the campus. Teachers have been trained on how to create exemplar criteria for student work and how to use the aggressive monitoring pathway to monitor student performance as they work independently on tasks. The goal is for teachers to collect anecdotal data based on these observations in order to formatively assessed students. Teachers also base their small group instruction based on diagnostic assessment data (Istation, Iready) and classroom and/or unit assessments for reteaching of unmastered TEKS. All assessment data is tracked by classroom teachers in their individual spreadsheets, and a master spreadsheet, which is monitored by content specialists and administrators. There is also a data wall in our PLC room, as well as in each classroom. Students also keep their own data trackers in their folders, which helps them understand their current progress and set attainable goals on future assessments.

The counselor provides various programs to promote college and career readiness. Career day speakers come to campus and present about a variety of careers paths. Virtual tour of colleges are also scheduled for third and fourth graders, and College Wall is found in each classroom to expose students to different colleges and universities.

Martin also prioritizes the application of digital skills in the classroom. Every classroom has received an interactive panel and each Second through Fourth grade student has access to a device, while Kinder and First grade students have access to Ipads. These devices enable students to learn about different digital tools both in the classroom and during their Health/Tech Special courses. Students utilize Schoology, Google Suites, School City, and a variety of digital platforms to make lessons interactive in order to support student learning across different content areas.

School Processes & Programs Strengths

Our campus has a clear and defined process to identify students who need additional academic, language, and behavioral support through:

Child Watch: Teachers bring students up who are not making adequate progress with first line instruction. Teachers provide information on the students' progress and strategies are given to teachers and/or intervention is assigned to the students.

RTI2- The committee tracks student progress and then works with teachers to recommend students for evaluations that would be appropriate for each individual student.

Section 504: Federal Law to offer students with disabilities equitable access to education through accommodations and related services. .

Dyslexia Screeners: Students in Kindergarten and 1st grade are screened for dyslexia each year per our State Law. The dyslexia teacher will also review the Amplify data from 2nd grade and look for students who might be at risk for reading difficulties or dyslexia. The dyslexia teacher will also look at 3rd and 4th grade students to identify possible students with dyslexia.

LPAC: The committee meets on a monthly basis to discuss EB identification, language intervention needs, designated supports for assessments, assessment participation, and monitoring of students who met exit criteria.

To support teachers' growth, teachers receive coaching opportunities throughout the year

GBF-Teachers get a better faster coach that observes them, analyzes the action step for the teacher and gives them feedback using the see it, name it, do it model.

Reading Academy- State led initiative to invigorate instructional knowledge in the Science of Teaching Reading. Currently a group of Kinder and 1st Grade teachers are being coached by district personnel on the implementation of literacy goals for their classrooms. Participants also need to submit an artifact to demonstrate mastery of the materials reviewed.

Power Hour- For new teachers to our campus, we offer a variety of after-school sessions where Alief and Martin's procedures are explained to new staff members.

Additional academic supports to target student needs:

ESSER Interventionists and Paras-These teachers/paras assist with intervening with at-risk students who are considered tier 2 or tier 3 to close the achievement gap.

Two-Way Dual Language and ELD/SLD paraprofessionals- Kinder and 1st Grade TWDL classrooms have dedicated paraprofessionals to support program goals. Similarly to support students in language acquisition in both English and Spanish, the ESL Department has a dedicated paraprofessional that supports Kinder and 1st grade groups in both Literacy and Math.

Mustang Academy-Academic tutorials and enrichment clubs are offered after school.

Early Birds Boost-Students are offered time on either I-station or I-ready to provide them with the accelerated instruction minutes needed.

Champs Tutorials-Tier 2 and 3 students are offered time on either I-station or I-ready to support their academic growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The majority of our teacher population has less than 5 years of experience (46.5%). Students are not making adequate growth despite having a variety of systems to support students. **Root Cause:** Staff members need additional targeted training to effectively support differentiation in their classrooms.

Perceptions

Perceptions Summary

Family and Community Engagement Summary:

Martin Elementary works very hard at creating a family-friendly environment. We strived to provide a responsive climate for parents and to widely communicate ways for parents and to partner with us in educating their children. Because of the diversity of our campus, Martin Elementary has a FACE Representative and CIS Representative to help strengthen connections between home and school. Martin provides many events for parents to receive information on the academic progress of their child, as well as information about helping their child at home.

School Culture and Climate

All classroom teachers have systems in place in the classroom for students to be successful not only academically but behaviorally such as Character strong, restorative practices, CHAMPS, STOIC and the use of BIRs. Campus staff hold students accountable through the universal use of common language and structures. Martin Systems and Culture committee meets monthly to review classroom and school behavior data and to help solve any areas of concern or need. Climate surveys are given to staff, students and parents each year.

Perceptions Strengths

FAME

- A FACE representative assists with maintaining the family center, and strengthens communication between home and school.
- FACE representative PreK preparation through Jumpstart.
- FACE representatives provide various classes such as basic English, technology, parenting skills and much more.
- FACE representatives provide monthly guest speakers and outreach programs to assist our family needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student attendance is below our goal of 95%, our average is 93%. **Root Cause:** Recovering from a pandemic school year, we have a large number of students with more than 19 absences.