

Alief Independent School District
Martin Elementary
2023-2024 Comprehensive Needs Assessment



Mission Statement

Martin Elementary builds well-rounded Mustangs to reach their full individual potential for success.

Vision

Mustangs Actively Reaching Their Full Individual Potential in a Nurturing Environment.

Value Statement

Culture of Belonging: at MES, we build meaningful, positive relationships with stakeholders by providing a respectful, compassionate, equitable, and understanding environment in order to create a sense of belonging and a culture of community.

Culture of Learning: at MES, we empower Mustangs to grow and to take the lead in their learning and progress through choice, exploration, problem-solving, collaboration, and reflective practices.

Culture of Leadership: at MES, we encourage Mustangs to grow and become leaders by providing accessible opportunities for active participation, open communication, and joint decision-making.

Culture of Collaboration: at MES, we provide every Mustang with opportunities for collaboration during which trust is fostered through the establishment of clear expectations, transparency, and joint decision-making.

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Comprehensive Needs Assessment

Revised/Approved: March 29, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Martin Elementary

Comprehensive Needs Assessment Overview

Completed 03/29/2023 for the Upcoming 2023-2024 School Year

The committee met for their 1st meeting on **02/15/2023**, at **3:45 PM** and had the following members present: Principal: Ting-Ling Sha, Other School Leader/Assistant Principal: Mariehel Vega , Other School Leader/Assistant Principal: Andrea Sandles, Other School Leader/Math Specialist: Ana Lara, Teacher: Anna Allberry, Teacher: Janet Barahona-Gamez, Teacher: Mayra Lazo, Teacher: Paris Grant, Teacher: Valeria Rodriguez , Teacher Block: Julie Archibald, SPED Teacher: Marco. Vega, Paraprofessional: Rose Carr, Paraprofessional: Deisy Arreola. The other remaining members District Representative: Monica Lee, District Representative: Tameka Abernathy, ESL Interventionist: Tania Son, Parent: Cindy Rivas, Parent: Ashley Garcia, Parent: Sindy Flores, Parent: Samir Castro, Community Representative: Helen Vega, Business Representative: Liem Nguyen, and Community Representative: Jorge Vega were absent from the meeting. The absent members were provided the minutes from the meeting and link to the [data](#) and [documents](#) so they could add in comments.

The meeting was held in person. The meeting started with the principal training the committee on the purpose of a comprehensive needs assessment (CNA) and a Campus Improvement Plan (CIP) and described the process the committee would use. The principal shared a list of acronyms and educational terms that are commonly used. After the training, the committee reviewed the following pieces of data from this current school year: demographics, enrollment, environment, state and local assessment data, and school processes and programs. The purpose of this process was to identify campus needs, root causes, and determine the strategies that will be used to increase student achievement. This data will help the campus identify strengths, problems, root causes, and the action steps that will be implemented in the upcoming school year to increase student achievement.

The campus held their 2nd meeting on **03/29/2023**, at **3:45 pm** and had the following members present: Principal: Ting-Ling Sha, Other School Leader/Assistant Principal: Mariehel Vega , Other School Leader/Assistant Principal: Andrea Sandles, Other School Leader/Math Specialist: Ana Lara, ESL Interventionist: Tania Son, Teacher: Anna Allberry, Teacher: Janet Barahona-Gamez, Teacher: Mayra Lazo, Teacher: Paris Grant, Teacher: Valeria Rodriguez , Teacher Block: Julie Archibald, SPED Teacher: Marco. Vega, Paraprofessional: Rose Carr, Paraprofessional: Deisy Arreola, District Representative: Tameka Abernathy. The other remaining members District Representative: Monica Lee, Parent: Cindy Rivas, Parent: Ashley Garcia, Parent: Sindy Flores, Parent: Samir Castro, Community Representative: Helen Vega, Business Representative: Liem Nguyen, and Community Representative: Jorge Vega were absent from the meeting. The absent members were provided the minutes from the meeting and link to the [data](#) and [documents](#) so they could add in comments.

The meeting was held in person. A quick review of the purpose and process was provided. The minutes from the first CNA meeting were reviewed and approved. The committee

reviewed the following pieces of data: climate survey data from parents, students, and completed our campus process and programs.

During this meeting, the following items were discussed: campus strengths, problem statements, and root causes. Some of the campus strengths are: (1) The mobility rate of our population is relatively low and allows for consistency and scaffolding based on concepts and skills taught in previous years. (2) Based on the 2021-2022 TEA School Report Card, the distribution of demographics of students is aligned to the demographics of teachers. (3) Our school tracks daily students and staff attendance and shares it on a bulletin board. (4) We celebrate perfect attendance every month for students and staff. (5) All subgroups grew at least 25% in Reading and 24% in Math for the 21-22 school year. (6) Campus keeps stakeholders informed by communicating through weekly newsletter, callouts, and event flyers.

Some of the identified problem statements are: (1) We did not meet the attendance goal of 96.5% last year. Currently, we are 2.1% below the goal. (2) Hispanic and White sub pops grew less than 25% points in math whereas African American. and Asian sub pop grew over 30% in the meets category. (3) Most of our teacher population has less than 5 years of experience (46.5%).

A discussion of root causes was also held during which it was determined that some of the root causes are: (1) We have frequent absences due a lice outbreak and parental constraints. (2) There is a lack of consistent formative assessments to monitor student learning needs followed by the necessary instructional adjustments to provide support and/or enrichment to students. (3) In Reading, there is inconsistency in teacher preparedness to pull differentiated small groups and use of HMH and other resources. Teachers are not familiar with the different components within a small group to support differentiation. (4) Have not promoted incentives ahead of time to motivate them to be here. (5) Lack of accountability for absences - no consequences.

After completing the CNA process, the campus will focus on the following 3 areas in the upcoming school year:(1) Improve attendance by implementing a strong incentive program. (2) Effective use of formative assessments to adjust instruction and meet the needs of the learners. (3) Coach teachers using best practices and GBF to support their professional growth.

The action steps to address the identified problems and root causes were created in a 3rd meeting that focused on the creation of performance objectives and strategies for the Campus Improvement Plan.

Demographics

Demographics Summary

- Martin is a K-4 Title1 School with a total enrollment of 792 students
- Children will participate in Art, Music, Physical Education, and Action-Based Learning classes
- The overall State Accountability rating of B as of 2022
- Economically Disadvantaged is our overrepresented subpopulation, 89.1%.
- Our mobility rate is 13% as of 2022.

Staff Demographics

Campus Profile		
Demographics	Teacher Percentage	
	2022-2023	2021-2022
African American	13	16
Hispanic	56	54
Asian	11.3	11
White	19.3	19

- 2021-2022 Staff turnover rate is 28.3% (13 teachers left, 38% for personal reasons, 31% relocated, and 31% moved to another Texas school).
- Gender of Teacher: 90.3% Female & 9.7% Male
- 2022-2023 New Teachers: 4.8%
- 48% of teachers have between 1-5 years of experience

Student Demographics

Campus Profile		
Demographics	Student Percentage	
	2022-2023	2021-2022
African American	7.2	7.6
Hispanic	81.2	80.3
Asian	8.5	8.7

Campus Profile		
White	2.8	2.6
American Indian	0.4	0.7
Two or more races	0	0.1

Males 377 (53%) and 334 (47%) females

Campus Profile		
Demographics	Student Percentage	
	2022-2023	2021-2022
Economically disadvantaged	89.1	91.9
Emergent Bilingual/EL	77.5	80.2
Special Education	7.7	6.8

Enrollment

- We had a total of 160 student entries from September 2021 to May 2022 . 67 students withdrew throughout the school year. 37% moved to another Alief ISD campus and 69% moved out of District.
- Of the 69% who moved out of District, 6.5% moved to a charter school, 61% to another school district, 19.5% out of state, and 13% to homeschooling.

School Environment

- We have had 81 refferrals, zero suspensions and no expulsions.
- Overall daily Attendance rate is 94.3%

Demographics 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.
- 3rd and 4th graders made progress in reading and math in all performance levels (approaches, meets, and masters) based on the scores reported on the TEA2022 school report card.
- Based on the 2021-2022 TEA School Report Card, the distribution of demographics of students is aligned to the demographics of teachers.
- We have a low turnover percentage
- Mobility rate is low
- Our school tracks daily students and staff attendance and displays it on a bulletin board.
- We celebrate perfect attendance every month for students and staff
- We do not have a large gap between male/female student ratio

Problem Statements Identifying Demographics Needs

Problem Statement 1: We did not meet the attendance goal of 96.5% last year. Currently, we are 2.1% below the goal. **Root Cause:** We have frequent absences due a lice outbreak and parental constraints. Frequent illness, no consistent nurse

Student Learning

Student Learning Summary

- Student Achievement: 72%
- School Progress: 86%
- Closing the Gaps: 78%

Overall Rating: B

What is the academic performance for each group? Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity groups in Reading and Math? Describe how the scores differ from previous year. (Tip: Don't list scores without explaining results. Focus on progress first, then achievement).

2021-2022 STAAR Reading Overall Performance at Approaches or Above

	Alief All	MES All	A.A.	Hisp.	White	American Indian	Asian	ED
21-22	64	75	84	71	90	-	95	74
20-21	55	49	55	45	56	*	65	47

2021-2022 STAAR Math Overall Performance at Approaches or Above

	Alief All	MESAII	A.A.	Hisp.	White	American Indian	Asian	ED
21-22	63	67	63	66	60	-	89	66
20-21	52	43	32	41	33	*	65	40

- Martin students in 21-22 made significant progress and increased performance in all subgroups for Reading and Math from the prior year.
- Martin students overall Reading performance is 75%, which was a 26% increase from the prior school year and exceeded the district score by 11%.

- Martin students overall Math performance is 67%, which was a 24% increase from the prior school year and exceeded the district score by 4%.

Student Learning Strengths

- Martin Students exceeded district scores in Math and Reading for the 21-22 school year.
- Martin outperformed district Reading by 11% at Approaches or above.
- Martin outperformed district Math by 4% at Approaches or above.
- All subgroups grew at least 25% in Reading.
- All subgroups grew at least 24% in Math.
- Martin outperformed the district and state scores in Academic Growth Scores at the approaches, meets, and masters performance levels for both Reading and Math in 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Hispanic and White subpops. grew less than 25% points in math whereas African American. and Asian sub pop grew over 30% in the Meets category. **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.

School Processes & Programs

School Processes & Programs Summary

How does our campus develop instructional leaders?

Teachers participate in the following trainings/programs

- MC3 (weekly)
 - PLC
 - GBF Coaching
 - Power Hours
 - Mentors/Buddies
 - LINC
 - Special Education Planning
 - Long Range Planning
-
- Are roles and responsibilities clear?
 - Everyone is aware of their roles and responsibilities.

How are all students, especially those at risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction

- 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 can 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 place of the former Bilingual Early Exit Model. Our school is successfully piloting the program in 4th grade, which is one year ahead of the district schedule.
- Martin offers Reach I and in-class support to service students with special needs. In addition, the GT coordinator meets with GT students once a week for 1 hour on the grade

level PLC day. Our Dyslexia teacher services our Dyslexia students along with in-class support teachers.

What actions do we take to support powerful teaching and learning? Do we align curriculum and assessment to TEKS with a year-long scope and sequence?

- To support instruction, all teachers at Martin have a coach and receive several walkthroughs throughout the year 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 whole group instructional practices based on the waterfall and district bootcamp practices. Kinder through Third 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. To implement 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 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
- Do we have a plan for the integration of technology into instructional and administrative programs?
 - 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, SchoolCity, and a variety of digital platforms to make lessons interactive to support student learning across different content areas.
- What are the procedures to support students during transitioning into school for the first time and the early childhood into elementary transition?
 - 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 tours 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.
 - 4th to 5th Transitional School visits.
 - At Martin we host a Kindergarten Round up event to help PK students transition to the next grade level.
- How is classroom management/discipline handled?

- Martin follows the PBIS approach which is a three tiered framework that supports student's behavioral, social, and emotional needs.
- Martin teachers utilize the STOIC framework to maximize on-task behaviors and to sustain positive relationships with students.

STOIC

TIER 1

- Classroom Management
 - Structure:
 - Daily schedule posted
 - Room arrangement
 - Routines/Expectations clearly established.
 - Current differentiated lesson plans.
- Teach Expectations
 - Classroom Rules (Teach, Post, Utilize, & Review)
 - Utilize CHAMPS (Post, Utilize, & Review)
 - Implement Treatment Agreements (Teach, Post, Utilize & Review)
 - Class incentives (Marble jar, Beat the teachers, Individual Student Grid, Compliment etc...)
- Observe and Monitor
 - Pay close attention to the student's moods, facial expressions, and nonverbal cues.
- Interact Positively Build Relationships
 - Greet students at the Threshold
 - Acknowledge students with specific feedback on their behavior

- 3 to 1 Ratio.
- Correct Fluently
 - Appropriate behavior needs to be explicitly taught throughout the school year.
 - Refer to CHAMPS
 - Make a general statement to the entire class.
 - Classroom circles
 - Address the individual student calmly, be brief, and consistent, not stopping the flow of instruction. (Love and Logic one liners)
 - Always follow up with the student one-on-one and reteach expectations.
 - If the behavior persists, contact the parent for a parent conference.

TIER 2

- Conflict resolutions
 - Restorative Circles
 - Restorative Questioning
- Behavior Contracts

School Processes & Programs Strengths

- Collaboration
- Teachers take a role in leading their planning
- Many teachers have taken leadership positions/Growing staff
- The Content Specialist and Special Education team collaborate once a month to foster alignment between classroom instruction practices and individualized instruction for SPED students.
- HB4545
- Tiered 3 intervention for Reading and Math
Data driven instruction based on CBAs, AIAs, SAIs across grade levels. BOY, MOY, AND EOY diagnostics.

Students are exposed to biliteracy strategies such as Cross-Linguistic Connections, Language News, and Preview View Review

Additional academic supports to target student needs:

ESSER 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- Kindergarten 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.

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

- 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.

MTSS- 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 monthly 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.

- Monthly Special Education team collaboration meetings, which includes ICS teachers, aides, admin, counselor, and content specialists.

Restorative Circles (Teacher)- Teachers utilize circles to build positive relationships with students and to defuse possible conflicts that may arise in the classroom.

Restorative Circles (Administrators)-Administrators utilize Restorative Circles for social/emotional lessons and conflict resolution through (5) Restorative questions.

Classroom Incentives- To sustain on-task behaviors, teachers utilize classroom incentives such as the Marble Jar, Beat the Teacher, Individual Student Grids, Compliment Banner etc...)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are not making adequate growth despite having a variety of systems to support students. **Root Cause:** Not enough staff to service all Tier 3 students. Turn over rate is high for instructional aides. Student behaviors interrupt lessons/learning opportunities.

Perceptions

Perceptions Summary

• How do parents view the climate and culture of the district and campuses? Do they feel welcome at school? Do they believe their children are safe at school and going to and from school?

- Martin Elementary works very hard at creating a family-friendly environment. We strive 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.
- 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

- 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.
- Staff feel well informed about important decisions at Alief ISD.
- Campus keeps stakeholders informed by communicating through weekly newsletter, callouts, and event flyers.
- Teachers are in contact with parents through various applications about their child's progress and events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student attendance is below our goal of 96.5%, our average daily attendance as of January 26th, 2023 is 94.4% **Root Cause:** Recovering from a pandemic school year. Parental constraints Have not promoted incentives ahead of time to motivate them to be here. Lack of accountability for absences - no consequences.