

Ronald McNair Middle School

Campus Needs Assessment

2021-2022

*If We can Predict it  
We can Prevent it!*



*Everyone Matters  
Level Up!*

06/01/2021

## **Campus Mission Statement**

At McNair Middle School everyone is committed to service, growth, and results. Everyone Matters!

## **Campus Vision Statement**

McNair will provide a high quality environment in which students, staff and community will collaborate to ensure all students become productive citizens.

### **Motto**

If We can Predict it

We Can Prevent it!

Level up!

## 2021-2022 Campus Improvement Team Members

Campus/Central Office/ Community Representative Title I	Name
1. Principal	Johnathon Cruz
2. Assistant Principal	Alfonso Menchaca
3. Assistant Principal	Sergio Martinez
4. Academic Coordinator	Debbie Jones
5. Counselor A-L	James Sanchez-York
6. Counselor M-Z	Sarah Flores-Valdez
7. ELAR Content Lead	Shannon Martinez
8. Science Lead	Loretta Flores
9. Social Studies Lead	Layton Herring
10. Math Lead	Matthew Martinez
11. Elective Teacher Leader	Melissa Garcia
12. Tech Facilitator	Lee Cody/James Lafler
13. Special Education Representative	Kathie Smeins
14. ELL Representative	Sara Castro
15. Paraprofessional Representative	Norma Diaz
16. Parent/Community Representative	Amber Robles
17. Social Worker	Samantha Arnold
18. DIT Elected Representative	Gilbert Pardo

## CAMPUS PERFORMANCE GOALS/OBJECTIVES

1.	Campus attendance will meet 97% overall for the year (95%)
2.	Attain 90% in STAAR Math(2019 STAAR Scores 77% Approaches Meets 45% Masters 18%)
3.	Attain 85% in STAAR Reading (2019 STAAR Scores 72% Approaches 38% Meets 14% Masters)
4.	Attain 75% in STAAR Writing (2019 STAAR Scores 58% Approaches Meets 27% Masters 10%))
5.	Attain 85% in STAAR Science (2019 STAAR Scores 74% Approaches Meets 39% Masters 14%)
6.	Attain 75% in STAAR Social Studies (2019 STAAR Scores 58% Approaches Meets 23% Masters 12%)
7.	Attain distinctions in Math, Science, Social Studies and Closing the Gaps.
8.	TIP: Domain 1: Student Achievement - McNair will improve from a 74 to an 80. McNair goal: 75% Approaches, 48% Meets, and 27% Masters
9.	TIP Domain 2A: Student Progress - McNair will improve from a 56 to a 70. McNair will focus on students in the Meets and Masters areas ensuring students continue to maintain Expected and Accelerated on STAAR progress
10.	TIP Domain 3: Closing the Gaps - McNair will improve from 71 to an 80. McNair will focus on Growth Status and will obtain 12/16 indicators, which will directly impact Academic Achievement. McNair will also focus on TELPAS and increase from a 39% to a 46%.

## **MISSION STATEMENTS:**

### **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

THE MISSION OF THE PUBLIC EDUCATION SYSTEM OF THIS STATE IS TO ENSURE THAT ALL TEXAS CHILDREN HAVE ACCESS TO A QUALITY EDUCATION THAT ENABLES THEM TO ACHIEVE THEIR POTENTIAL AND FULLY PARTICIPATE NOW AND THE FUTURE IN THE SOCIAL, ECONOMIC, AND EDUCATION OPPORTUNITIES OF OUR STATE AND NATION. THAT MISSION IS GROUNDED ON THE CONVICTION THAT A GENERAL DIFFUSION OF KNOWLEDGE IS ESSENTIAL FOR THE WELFARE OF THIS STATE AND FOR THE PRESERVATION OF THE LIBERTIES AND RIGHTS OF CITIZENS. IT IS FURTHER GROUNDED ON THE CONVICTION THAT A SUCCESSFUL PUBLIC EDUCATION SYSTEM IS DIRECTLY RELATED TO A STRONG, DEDICATED, AND SUPPORTIVE FAMILY; AND THAT PARENTAL INVOLVEMENT IN THE SCHOOL IS ESSENTIAL FOR THE MAXIMUM EDUCATIONAL ACHIEVEMENT OF A CHILD.

### **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

**GOAL #1:** THE STUDENT IN THE PUBLIC EDUCATION SYSTEM WILL DEMONSTRATE EXEMPLARY PERFORMANCE IN THE READING AND WRITING OF THE ENGLISH LANGUAGE.

**GOAL #2:** THE STUDENTS IN THE PUBLIC EDUCATION SYSTEM WILL DEMONSTRATE EXEMPLARY PERFORMANCE IN THE UNDERSTANDING OF MATHEMATICS.

**GOAL #3:** THE STUDENTS IN THE PUBLIC EDUCATION SYSTEM WILL DEMONSTRATE EXEMPLARY PERFORMANCE IN THE UNDERSTANDING OF SCIENCE.

**GOAL #4:** THE STUDENTS IN THE PUBLIC EDUCATION SYSTEM WILL DEMONSTRATE EXEMPLARY PERFORMANCE IN THE UNDERSTANDING OF SOCIAL STUDIES.

### **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

**OBJECTIVE #1:** PARENTS WILL BE FULL PARTNERS WITH EDUCATORS IN THE EDUCATION OF THEIR CHILDREN.

**OBJECTIVE #2:** STUDENTS WILL BE ENCOURAGED AND CHALLENGED TO MEET THEIR FULL EDUCATIONAL POTENTIAL.

**OBJECTIVE #3:** THROUGH ENHANCED DROPOUT PREVENTION EFFORTS, ALL STUDENTS WILL REMAIN IN SCHOOL UNTIL THEY OBTAIN A HIGH SCHOOL DIPLOMA.

**OBJECTIVE #4:** A WELL-BALANCED AND APPROPRIATE CURRICULUM WILL BE PROVIDED TO ALL STUDENTS.

**OBJECTIVE #5:** QUALIFIED AND HIGHLY EFFECTIVE PERSONNEL WILL BE RECRUITED, DEVELOPED, AND RETAINED.

**OBJECTIVE #6:** THE STATE'S STUDENTS WILL DEMONSTRATE EXEMPLARY PERFORMANCE IN THE COMPARISON TO NATIONAL AND INTERNATIONAL STANDARDS.

**OBJECTIVE #7:** SCHOOL CAMPUSES WILL MAINTAIN A SAFE AND DISCIPLINED ENVIRONMENT CONDUCIVE TO STUDENT LEARNING.

**OBJECTIVE #8:** EDUCATORS WILL KEEP ABREAST OF THE DEVELOPMENT OF CREATIVE AND INNOVATIVE TECHNIQUES AS APPROPRIATE TO IMPROVE STUDENT LEARNING.

**OBJECTIVE #9:** TECHNOLOGY WILL BE IMPLEMENTED AND USED TO INCREASE THE EFFECTIVENESS OF STUDENT LEARNING, INSTRUCTIONAL MANAGEMENT, STAFF DEVELOPMENT, AND ADMINISTRATION.

# COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2020-2021

<b>Data Sources Reviewed:</b> <ul style="list-style-type: none"> <li>● Eduphoria-AWARE</li> <li>● TAPR Reports</li> <li>● Discipline 425 reports</li> </ul>	<ul style="list-style-type: none"> <li>● PEIMS reports</li> <li>● HB Case surveys</li> <li>● Eduphoria-Workshops</li> <li>● Istation</li> </ul>	<ul style="list-style-type: none"> <li>● Technology Inventory</li> <li>● Calendar of events</li> <li>● Data Tables</li> <li>● Retention Report</li> </ul>	
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>  <b>83% Hispanic</b> <b>9% White</b> <b>1% Afr. American</b> <b>7% Two or More</b>  <b>80.1% Eco. Dis.</b> <b>14% LEP</b> <b>19.3% SPED</b> <b>18.6% Dyslexia/504</b> <b>18.5% GT</b> <b>11.7% Mobility</b>	<p>Students identified as ESL will receive ESL inclusion support through the ELAR/other content areas.</p> <p>Mobility has decreased from to 15.2% (2017), 12.7% (2018) 11.7% (2019).</p> <p>Attendance rate for campus has increased from 95.1% (2019) to 96.29% (2020) through the support of the Truancy Prevention Liaison. (Documented in Truancy Tracker and campus Covid Call log.</p>	<p>14.5% of the population is identified as Sp. Ed.</p> <p>Attendance rate for campus was 95.1%. Therefore it will be monitored and discussed at Faculty Advisory Committee meetings. (Documented in ESPED &amp; Team Meeting Notes)</p> <p>14% of the population is coming in 504/dys. from feeder campuses.</p>	<p>Social Worker will provide comprehensive schoolwide services to parents, students and school staff, addressing barriers that limit a student from receiving full benefit from their educational experience. Respond to referrals from school administration, parents, teachers, the Student Support Team, the Special Education Committee and others by providing direct services and by assisting families in accessing appropriate community resources to include services to help families cope with traumatic experiences, mental health issues as well as help with life issues. This includes a multitude of life services for issues such as homelessness, foster care, utility assistance, medical/mental health services, clothing etc. (McKinney-Vento population approx 5 students/families) (Foster population approx 5 students)[SCE, Title I]</p>

			<p>Students identified Dyslexic and did not meet expectations on STAAR in 5th(13) 6th Grade (19) 7th grade (8) will participate in Reading class using the Scottish Rite Program, Read 180, and Systems 44 to target areas of need with a Dyslexia trained teacher. [SCE]</p> <p>Students (35) identified Special Education and performing at a low lexile will participate in an online curriculum through IPI class (Read 180 and Systems 44) to target areas of need with a lab manager. [SCE]</p>
<p><b>Student Achievement</b></p>	<p>By the end of the school year, 100% of our students will be able to identify their individual targets in ELAR/Math to demonstrate academic growth.</p> <p>Admin will identify teachers individual TEA Rating using the A-F estimator after each assessment given.</p> <p>All teachers will review individual 2019 STAAR results, BEM 2019, and 2020 BOY to create individual student data cards with students.</p>	<p><b><u>Domain 1: Student Achievement</u></b> - McNair will improve from a 74 to an 80. McNair goal: 75% Approaches, 48% Meets, and 27% Masters.</p> <p><b><u>Rationale:</u></b> Based on benchmark and common assessment data of all students in Math and ELAR from February and March 2020, our overall Approaches was at 66%, Meets was at 36%, and Masters was at 13%, we are confident that our students will be on track to meet the goals set above. The data suggests that when we reach these goals our accountability score will increase from a C to an A rating.</p>	<p>Offer 289 students in 6th-8th ELAR/Math Honors to assist students in preparation for advanced performance on state accountability to attain Campus Distinctions.</p> <p>Provide professional development for ESPED program to-RTI, 504/Dyslexia, and Spec. Ed through Weekly Team PLC's. [Local]</p> <p>Continue to provide language acquisition support to ELL students with a certified ESL teacher in ELAR.</p>

	<p>Teachers will share targets with students. In addition, teachers will identify how many times their students count towards accountability.</p> <p>All Teachers will monitor progress and conference with students after every assessment to compare results to target.</p> <p>All Students will be provided with journals to monitor progress (are they meeting their target) in all content areas. Assessment data meetings with teachers to discuss results, how many students met their Target, and intervention plan for reteach.</p> <p>Advisory (intervention/enrichment) has been implemented after 2nd period focusing on small group rotations based on most missed tested SE's through the use of Education Galaxy and Summit K-12.</p> <p>Elective Teachers will select students to mentor based on last year students academic growth.</p>	<p><b><u>Domain 2A:Student Progress -</u></b>  McNair will improve from a 56 to a 70. McNair will focus on students in the Meets and Masters areas ensuring students continue to maintain Expected and Accelerated on STAAR progress.  <b><u>Rationale:</u></b> In 2018-2019, we used data cards, student progress monitoring sheets, and individual conferencing to build relationships with students. Students were intrinsically motivated to monitor and document their assessment scores due to these strategies implemented by teachers.</p> <p><b><u>Domain 3: Closing the Gaps -</u></b>  McNair will improve from 71 to an 80. McNair will focus on Growth Status and will obtain 12/16 indicators, which will directly impact Academic Achievement. McNair will also focus on TELPAS and increase from a 39% to a 46%.  <b><u>Rationale:</u></b> Teachers participated in daily professional learning communities to dive deeper into upcoming lessons based on low performing TEKS and student data. Our TELPAS scores increased from 29% in 2019 to 39% in 2020. We attribute this success to the implementation of the K-12 Summit resource that allowed the students to become better familiarized with the online platform.</p>	<p>Provide a daily PLC for 6th-8th ELAR, 8th grade Math, and a once a week PLC for all core during conferences to disaggregate data to make data driven decisions based on the needs of our students [Local].</p> <p>Students identified as ESL, will participate in an online curriculum (English 3D, Read 180, Systems 44, Summit K-12, and Achieve 3000) to target areas of need with a lab manager. [SCE] Students identified as ELL will be participating in Summit K12 listening and speaking program during advisory time.</p> <p>Students in ESL class will be participating in Summit k12 Listening speaking reading and writing program during advisory time.</p> <p>EL students in ESL class that are 1st year in US will use English 3D program and Rosetta stone software.</p> <p>All content teachers will monitor and document Instructional Accommodations through Esped per six weeks for their ELL students to ensure that the appropriate designated accommodations are given prior to TELPAS/STAAR testing.</p> <p>Provide core tested teachers Saturday planning days after each nine weeks to prepare for upcoming units.</p> <p>Provide additional 6th grade ELAR teacher to provide intervention through the 90 minute ELAR block.</p>
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<p><b>School Culture and Climate</b></p>	<p>Positive Postcards and personal letters are used to promote morale and enhance the relationships on campus and at home for students (student survey).</p> <p>Implemented campus “Curbside”, “Lucky Ducks, and “12 at 12 Caller” to promote a positive culture and climate.</p>		<p>Continue interventions to prevent bullying and to provide a safe learning environment. [local, Title I]</p> <p>Provide a Mentor to support new teachers who are struggling.</p> <p>Provide classroom management training for teachers upon request or based on classroom observations. [Title I, SCE]</p> <p>Provide Restorative Coordinator in order to reduce student discipline.</p> <p>Continue campus procedures and protocols to provide safe and drug free schools. [local, Title I]</p> <p>Continue to participate in legislative campaigns for bullying, suicide, alcohol and drug abuse. [local, Title I]</p>
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			Provide campus wide team building to support campus culture. [local, Title I]
<b>Staff Quality/ Professional Development</b>	<p>McNair teachers are highly qualified based on certifications. (i.e. teacher certifications, TELPAS rater, G/T, Special Education)</p> <p>100% of designated teachers provided opportunities to attend campus-based Staff Development training (i.e. STAAR, RtI, eSPED, LPAC, TELPAS)</p> <p>7 out of 8 ELAR teachers are ESL endorsed.</p> <p>100% of teachers provided opportunities to attend campus-based Professional Development to promote professional growth (TTESS, Dyslexia, ELLs, Restorative Practice).</p> <p>Provide STEM/PACS teacher to support College and Career Readiness.</p>	<p>Content conference at the same time for collaboration and planning.</p> <p>Continue team meetings to share information regarding a student's academic and behavioral needs (RtI, LPAC, eSPED), planning and implementing tutoring, TELPAS rating, supporting cross curricular lessons.</p> <p>Science Staff will be trained in Summit K12 for 6-8th Science students.</p> <p>ESL teacher and account managers for TELPAS summit k12 will be trained for student use.</p>	<p>Increase staff development in math &amp; writing to improve content knowledge &amp; pedagogy (district and campus level). [Title I]</p> <p>Provide RTI training through PLC to understand the program and its implementation at the campus level. [local, Title I]</p> <p>Provide training to teachers in primary dyslexic tendencies versus normal learning processes. [Title I, SCE]</p> <p>Provide professional development to support ELL students such as 7 Steps, ELPS, and Understanding TELPAS to support closing the gaps in domain three. [local, Title I]</p> <p>Retain/recruit ESL certified teachers and tutors. [local]</p> <p>Provide time before/after school for team planning. ESL teacher trained on Rosetta stone, English 3D program.</p> <p>6th Grade ELAR teachers Schedule content teachers with the same conference time for vertical alignment.</p>

<p><b>Curriculum, Instruction, Assessment</b></p>	<p>100% of student needs are based on data collected from common and performance-based assessments, benchmarks, STAAR Scores, RTI, TMSFA (Istation ISIP), TTM, Read 180, Systems 44, Achieve3000, Edgenuity, K-12 Summit, English 3D &amp; Rosetta Stone(for beginners and intermediate proficiency students).</p> <p>100% of content teachers will have the opportunity to utilize MCL's/Content Lead support through PLC to create an effective learning environment for all students (create lesson plans, model lesson delivery, co-teach if needed, and provide small group instruction for interventions).</p> <p>100% of content teachers will continue "Unwrapping the TEKS" in all content areas to create a clear understanding of specific SE' and become more TEKS aligned.</p>	<p>Understand instructional delivery of curriculum for all teachers.</p> <p>Teams work collaboratively on curriculum, instruction, rigorous content, and discuss students (both horizontally and vertically).</p> <p>Feedback of instructional delivery in all contents by teacher leaders, administration, instructional coaches, and coordinators.</p> <p>PBMAS indicates students need information on non-traditional gender electives.</p>	<p>Monitor and assess teacher instruction of curriculum, lesson delivery, and TTESS calendar focus of the month through walk through data.</p> <p>Increase opportunities for teachers to collaborate, and reflect with each other, to create a professional learning community.</p> <p>Provide opportunities for students to learn about all CTE Courses offered at SWHS, including new track systems through the PACS classroom.</p> <p>Provide Achieve3000, Read 180, TTM, ILIT, and iStation training to designated ELAR/Math teachers to target individualized instruction. [SCE, Local, Title]</p> <p>Continue to utilize BEM data to determine small group interventions for RTI.</p> <p>ELAR teachers will participate in Language Arts Seminars to target student areas of need in reading. [Title I]</p>
<p><b>Family and Community Involvement</b></p>	<p>School flyers, Remind 101, school messenger, campus webpage, social media, marquee, and information provided to parents in their home language and distributed in a timely manner.</p> <p>School Corkboard was created as a One-Stop-Shop for parents/students.</p>	<p>Need to implement parental Involvement activities throughout the entire school year available at different times and dates to maximize parental participation.</p> <p>More parents on campus to help make a better connection between students, staff and parents. Right now only about 2% of our students' population has parents that come volunteer or help out on a regular basis. We</p>	<p>Maintain a plan to work with feeder campuses to increase various communications to the community:</p> <ul style="list-style-type: none"> <li>- Develop events targeted to reach both McNair families as well as incoming students from feeder campuses.</li> <li>- Work with staff from feeder campuses to reach out to families.</li> </ul> <p>Parents will be notified by invitation about a</p>

	<p>Virtual Meet the Teacher Night and Open House</p> <p>Continuation in promoting Parent Self Serve as a way to get the most up to date student information.</p>	<p>want to increase parent participation and input.</p> <p>Increase number of parents participation in the PTA for the campus.</p> <p>Create parent engagement sessions hroughout the year via zoom to promote such topics as:</p> <ul style="list-style-type: none"> <li>- Safe technology use</li> <li>- Providing academic support</li> <li>- High School transition</li> <li>- Anti-Bullying</li> </ul>	<p>virtual session to explain the TELPAS ratings and their child's current status in the ESL program.</p> <p>Provide Virtual Tours for the incoming 6th graders before the end of the school year.</p> <p>Develop content nights to promote student-parent connections and enhance the parent's ability to understand how to help their students at home.</p> <p>Communication to LEP student families to inform them of their current status. ELL parents need to know their child's status on TELPAS ratings as well as potential to be reclassified.</p>
<p><b>School Context and Organization</b></p>	<p>Developed Campus Committees (Faculty committees and Critical Response) to focus on the daily, safety, routine systems, and attendance of the campus.</p> <p>Leadership team discusses policies and initiatives with departments prior to decisions being made that affect all classes.</p> <p>Leadership team meet at least three times a year (BOY, MOY, and EOY) to review CNA/CIP through partner activity and whole group discussion. Teams will identify what has been completed, in progress, or not yet started to determine the campus needs.</p> <p>Continue Stetson model for Inclusion, as</p>	<p>Provide opportunities and encouragement to build capacity for leadership to all members of the staff.</p> <p>Create a house based system to support students academically and socially.</p> <p>Provide incentives for the increased attendance of face to face as well as remote learners.</p>	<p>Balance master schedule to employ new highly qualified teachers to reduce classroom sizes in the core content areas. [SCE]]</p> <p>Develop safety protocols to allow Physically distanced students on campus when possible.</p> <p>Develop guidelines for teachers to teach the remote learners as well as the face to face learners.</p> <p>Provide a virtual transition night for 5<sup>th</sup>-6<sup>th</sup> and 8<sup>th</sup> -9<sup>th</sup> grades. [Local]</p>

	<p>well as, the Language support Push-In inclusion for ELL's in the face to face and remote learners.</p>		
<p><b>Technology</b></p>	<p>All classrooms are equipped with mounted projectors and laptops to maximize instruction for our visual learners.</p> <p>Increased number of students participating in: STEM labs such as Automation, Robotics, Cyber Patriots, and TAME.</p> <p>Developed a monthly calendar to provide ongoing training at the campus level on technology use in the classroom.</p> <p>Implement Tech tip sessions for teachers to increase the use of Technology in the classroom.</p> <p>Use wireless headphones to allow teachers to conduct discussion with remote learners while monitoring face to face learners in the classroom.</p> <p>Use dual monitors to allow teachers to separate activities to provide more seamless transitions and execution of lessons, with the ability to multitask.</p> <p>All teachers are trained on Zoom and provided other training when needed. Our teachers utilize Zoom in a variety of ways to enhance the classroom, both in person and virtually.</p> <p>Our campus has purchased brand new</p>	<p>Increase teacher interactive technology proficiency and use during class instruction.</p> <p>Increase the number of teachers using digital learning systems. (Flipped Classroom)</p>	<p>Assess the attrition plan for replacing technology on campus every 5 years. [SCE, Title I]</p> <p>Develop a plan to include Technology TEKS in lesson plans to increase opportunities for students to use technology in the classrooms. [SCE, Title I]</p> <p>Increase the number of Interwrite Boards/Wireless Drawing Tablets to allow the instructor to move freely to provide instruction and intervention to in-class and remote learners.</p>

	<p>teacher laptops to provide them with up to date technology.</p> <p>Our campus has purchased 15 iPads and Swivels to give our teachers the ability to move around the classroom freely while maintaining connection with our virtual learners.</p> <p>Our campus has purchased the much needed adapters [VGA to HDMI, Printer USB cables] to connect our technology to provide our students with high quality instruction.</p>		
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