

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: 2017-2018

Data Sources Reviewed: <ul style="list-style-type: none"> • STAAR Results, Telpas, BEMS from feeder schools • District and feeder school TAPR • NCLB Feeder School Report Cards 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics Enrollment 770 Students 6 th -242 7 th -292 8 th -250 Ethnicity African-American-20 Hispanic-702 White-30 Low income- 87% LEP- At Risk- SPED- Teachers range from 1 year experience to 10 years experience	This will be a new school, new staff, students that will be rezoned; this will create opportunities to create consensus and community.	<ul style="list-style-type: none"> ▪ Majority of students arrive on campus identified as at-risk from elementary campus. ▪ Large population of students has been retained at least once prior to middle school. ▪ Students need more information and opportunities to “Catch up” to age appropriate grade levels. 	New campus will be equipped with computer, science, technology labs to improve instruction. STAAR Resources will be provided to improve scores for all students. Staff will be designated to teach differentiated instruction and interventions.(Reading Specialist, Instructional Coaches, ELLs, Sp. Ed. population, RTI interventionist)
Student Achievement	Data will be collected from feeder	<ul style="list-style-type: none"> ▪ Content curriculum not in depth 	8) Develop a Mentoring Program for at-risk

	<p>schools to increase all students' grades and challenge high performing students. (New school)</p>	<p>enough to cover rigor of STAAR , therefore need supplemental materials/ resources to ensure mastery of SE's.</p> <ul style="list-style-type: none"> ▪ Inconsistent trends in Reading, Social Studies, and Writing scores. ▪ Consistent tutorial system needed for addressing individual needs for students. ▪ Implementation of a “no- zero” tolerance policy for tutoring. <ol style="list-style-type: none"> 1) High percentage of our population is Economically Disadvantaged, of our campus population is identified and are not meeting state standards for testing. 2) 14% of the population is identified as Sp. Ed. 3) Increasing number of students meeting the definition of highly at-risk (more than 2 indicators – LEP, SPED, 504, failed STAAR, grade level retentions, and attendance concerns). 4) GT students not meeting advanced standards on state assessments. 5) TELPAS scores are inconsistent: Scores from cohort to cohort show minimal gains. Majority of LEP students unable to meet Advanced High on TELPAS Writing indicate the majority of students are receiving one point per composition (2 point 	<p>students.</p> <ol style="list-style-type: none"> 9) Meet the needs of highly at-risk students through Read 180 to target specific skills and concepts to increase likelihood students will be successful on the STAAR assessment. 10) Provide RTI monthly grade level meetings to develop a plan to target student needs to be successful in classrooms. 11) Develop an attendance program or committee to increase attendance for students, this will increase grades. 12) Provide after school tutorials specifically for ESL students & at risk. 13) Offer rigorous curriculum based courses to assist students in preparation for advance performance on state accountability (i.e Pre- AP classes in all four core areas in 6th , 7th and 8th grades.) 14) Provide Phrase 1 after school tutoring for six weeks to meet the waiver requirement for students that did not meet expectations on the 3rd administration of their STAAR assessment. 15) Provide transportation for after school tutoring to target specific skills and concept to increase likelihood students will be successful on the STAAR assessment. 16) Monitoring special populations over the year, to track student progress, with the goal of integrating them with the rest of the population, especially in the area of assessment, through Special Ed, LPAC and RTI committees.
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		<p>total).</p> <p>6) RTI system is inconsistent within grade levels and the campus does not readily establish procedures for RTI meeting or interventions.</p> <p>7) Increase the rigor of Social Studies content.</p>	<p>17) Continue to provide language acquisition support to ELL students through an ESL Class.</p>
<p>School Culture and Climate</p>		<ul style="list-style-type: none"> ▪ Continue interventions to prevent bullying and to provide a safe learning environment. ▪ Assistance in classroom management for new teachers who are struggling or request assistance. ▪ Maintain consistency for faculty meetings. ▪ Develop leadership program for all students with goal setting. ▪ Continue to provide safe and drug free learning environments for students and staff. ▪ Students and teachers indicate that a lack of respect from student to students and students to staff should be addressed. ▪ Students state that they wish to be more challenged by classroom, instruction, and homework. ▪ Students feel that discipline is not consistent throughout the campus. ▪ There is a need for Restorative 	<ul style="list-style-type: none"> ▪ Continue campus procedures and protocols to provide safe and drug free schools. ▪ Continue to participate in legislative campaigns for bullying, suicide, alcohol and drug abuse. Team Building ▪ Establish decision making committees for campus initiatives and programs to build more leaders represented by department ▪ Teacher Recognition ▪ Pot Luck ▪ Warm and Welcoming environment (Teacher, Student and Parent welcoming) <ul style="list-style-type: none"> ▪ College Shirt Day ▪ Spirit Day ▪ Jet Expectations ▪ Academic – high expectations ▪ Behavior ▪ Cell phone policy – ▪ Dress Code ▪ Positive Postcards and personal letters are used to promote morale and enhance the relationships on campus and at home for students (student

		training.	<p>survey).</p> <ul style="list-style-type: none"> ▪ Restorative practice teacher will take this role creating circles and groups to improve discipline.
Staff Quality/ Professional Development	Most teachers have attended staff development that is required by district	<ul style="list-style-type: none"> ▪ Lack of processes and guidance for the RTI program, and teacher’s perspective of too much paperwork and lack of general understanding of the RTI program, which hinder teachers’ ability to use this system for monitoring or interventions. ▪ Need for training on the utilization of TTESS system to enhance professional development discussions and creation of PD plans based on teachers needs and campus needs. ▪ Continue to have staff to share information regarding Inclusion, STAAR expectations, Pre-AP, SIOP, Algebra EOC, Dyslexia training, 504 and RTI, TTM, STEM Scopes, Springboard and ESPED. ▪ Ineffective mentorship program for new teachers. New teachers indicate more assistance is needed in classroom management and instruction. ▪ More instructional feedback is 	<ul style="list-style-type: none"> ▪ Provide professional development in areas addressed in teacher SE targeted areas. ▪ Increase staff development in math & writing to improve content knowledge & pedagogy (district or campus level). ▪ Provide new RTI process and training for understanding of the program and its implementation at the campus level. ▪ Provide training to teachers in primary dyslexic tendencies verses normal learning process. ▪ Provide professional development to support ELL students such as SIOP and ELPS to address Safeguards. ▪ Provide academic support to teachers through Instructional Coaches. ▪ Provide a mentor to all new employees to the campus. Provide STAAR support classes to target specific student needs to master the STAAR assessment. <p>18) Provide STAAR support classes to target specific student needs to master the STAAR assessment. Provide classroom management training for teachers upon request or based on classroom</p>

		<p>requested for teachers.</p> <ul style="list-style-type: none"> Feedback process is in place, but implementation is varied by department and evaluator. 	<p>observations</p> <p>19) Provide monthly grade level RTI meetings to train all departments to utilize interventions, documentation system, and to discuss student needs.</p> <p>20) Provide Achieve 3000, Read 180, Math 180, Edgenuity/TTM training to ELAR/Math teachers to individualize instruction.</p>
<p>Curriculum, Instruction, Assessment</p>	<p>District uses the following across all campuses:</p> <ul style="list-style-type: none"> Stations per content – TEKS base Curriculum Interactive Notebooks Progress Monitoring/RTI Teacher goal setting <ul style="list-style-type: none"> Utilized Content Resources and consultants to promote the fidelity to the curriculum and instructional practices for all teachers. Use of data to drive decision making for student needs (common assessments, benchmarks, STAAR Scores, RTI, TMSFA, TTM, Edgenuity, Read 180, Systems , Math 180,and Think Through Math). 	<ul style="list-style-type: none"> Effective mentorship program for new teachers. New teachers indicate more assistance is needed in classroom management and instruction. More instructional feedback is requested for teachers. Feedback process is in place, but implementation is varied by department and evaluator. Understanding of instructional delivery for curriculum with all teachers. Need for teachers to be able to work collaboratively on curriculum, instruction, rigorous content, and discuss students (both horizontally and vertically). Feedback for monitoring of instruction for all contents by Instructional Coaches, administration, and 	<ul style="list-style-type: none"> Monitor and assess teacher instruction on curriculum and with lesson delivery by providing feedback on instruction. Increase opportunities for teachers to observe one another, collaborate, and reflect with each other, to create a professional learning community. Train and utilize common assessments monthly or by units to determine if interventions are needed for students and/or teachers, spiral after TEKS. Provide opportunities for students to learn about all CTE Courses offered at SWHS, including new track systems. Continue training for Algebra I teacher to maintain high rates. Provide resources necessary for HS credit classes to include graphing calculators for Algebra I. Continue to utilize data analysis to increase student success in state assessments.

		<p>coordinators.</p> <ul style="list-style-type: none"> ▪ Continue to utilize common assessments, at each grade level, and content to ensure students are achieving established standards periodically (performance based assessments). 	<ul style="list-style-type: none"> ▪ Purchase and utilize specific curriculum and resources for supplemental Reading and Math classes and tutorial services. Coordinate student data, teacher strengths, and flexible tutoring times ▪ Allow students opportunities to take Pre-AP and AP classes.
<p>Family and Community Involvement</p>		<ul style="list-style-type: none"> ▪ Need to implement parental engagement activities throughout the entire school year available at different times and dates to maximize parental participation. ▪ More parents on campus to help make a better connection between students, staff, and parents. ▪ We want to increase parent participation and input. ▪ Increase the number of parents attending academically focused activities versus entertainment activities. 	<ul style="list-style-type: none"> ▪ Implement Parental Partners Program to enhance parent partnerships in schools (counselor, social worker, teachers) ▪ Implement a Parent Involvement Committee to promote a welcoming environment for all parents. ▪ Maintain a plan to work with feeder campuses to increase various communications to the community. ▪ Family Nights for Cultural dates and Academic Nights ▪ Translate letters, newsletters, flyers, etc. ▪ Communicate through web page, school messenger, marquee, etc.

		<ul style="list-style-type: none"> ▪ Have a PTSA program. ▪ Increase number of parent’s participation in the PTSA for the campus. 	<p>important messages</p> <ul style="list-style-type: none"> ▪ PTSA recruitment
School Context and Organization	<ul style="list-style-type: none"> ▪ Traditional Campus at 2nd year school ▪ Leadership Team has met to create plan to start the 2nd year of the functioning of Resnik Middle School. ▪ CNI-CIP Team has made important decisions 	<ul style="list-style-type: none"> ▪ Representation for Resnik at the district level and community organizations. ▪ Need to build capacity in all staff members to lead committees or hold leadership roles at the campus/ district level. 	<ul style="list-style-type: none"> ▪ Empower teachers to become leaders in their school by allowing them to make good decisions that will impact learning. ▪ Assess students consistently to improve instruction. ▪ Create a campus culture of success among teachers, parents and students.

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.