

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY –**  
**SABINE INTERMEDIATE SCHOOL**  
**SCHOOL YEAR 2024-2025**

**Data Sources Reviewed**

- State Assessments (Spring 2024)
- Unit Assessments
- PBMAS (Performance Based Monitoring Analysis System)
- District discipline data
- TAPR (2023-2024)

**Demographics:**

1. White - 66.7% (Last year --)
2. Hispanic - 24.5% (Last year --)
3. African American - 3 % (Last year ---)
4. Economically Disadvantaged - 55.2% (Last year ---)
5. English Language Learner - 13 % (Last year ---)
6. At Risk - 37.8% (Last year ---)

**Identified Strengths**

**Student Achievement:**

All Students:

5th Grade: Math 88%:

6th Grade: Math 84%

Ethnicity:

White:

5th Grade: Reading 82%, Math 88%

6th Grade: Reading 84%, Math 86%

Hispanic:

5th Grade: Math 84%

6th Grade: Math 83%

Economically Disadvantaged:

5th Grade: Math 91%

6th Grade: Math 83%

Special Program Groups:  
(Title I, Part A, EB/EL, Migrant, GT, SpEd, etc.)

Gifted and Talented:  
5th Grade:  
6th Grade:

Emergent Bilingual/English Learners:  
5th Grade: Math 86%  
6th Grade: Math 81%

**School Culture and Climate:**

1. Staff members work together in a supportive manner
2. Students are generally respectful and well behaved
3. High participation rate among students in extracurricular activities
4. "Student Shoutout" kindness initiative
5. Boast Board for staff filled with positive notes from students and staff
6. Student of the Month
7. Elimination of Cell Phones
8. Comprehensive School Counseling Program
9. Acknowledge UIL Championships
10. Employee of the Month
11. Monthly Staff Luncheon
12. Sabine Stories focusing on students and staff
13. VIP Lunches and Cardinal Market PBIS initiative
14. "Cards of Character" PBIS Initiative for students
15. Student Video Announcements

**Staff Quality, Recruitment and Retention:**

1. Support of staff (needed trainings, materials, class size)
2. We normally have a low turnover rate
3. Mentors provided for new employees to our campus
4. Provide outside mentors to train new teachers
5. Utilize Region 7 specialist to help support all staff
6. Implement practices from the book titled, Fundamental 5.

**Curriculum, Instruction and Assessment:**

1. Strong curriculum aligned with the TEKS (TEKS Resource System)
2. Training provided to teachers

3. Advanced classes provided in STAAR tested subjects
4. Inclusion support in core subject classes
5. Continuation of 6th grade tech electives
6. DMAC and Aware
7. Maneuver in the Middle and IXL
8. No Red Ink and DGP (Daily Grammar Practice)
9. Learning Farm and STAAR Master for student support in all areas
10. WeVideo for technology gaps
11. Legends of Learning and Moby Max
12. Renaissance STAR test for math and reading for progress monitoring
13. Edgenuity for students in alternative settings
14. Makerspace
15. Accelerated Instruction to meet state requirements for HB 4545
16. PLC meetings

**Family and Community Involvement:**

1. Hardworking PTO that provides incentives for our students
2. Strong parental support in all areas
3. Community service projects via clubs and student groups
4. Education Foundation
5. Different student organizations
6. Clubs
7. Booster Clubs
8. Social Media to promote school events
9. Orientation
10. Parent and Family Engagement meetings at least twice per year
11. Cardinals for a Cause
12. Community Color Run
13. Student led community projects and outreach

**Technology:**

1. Provide technology training for staff
2. All staff is supported by an Instructional Technology Specialist
3. All students have a chromebook
4. All teachers have chromebooks and desktop computers
5. All teachers have Ben Q's in their classroom

Identified Needs	Priorities
<p><b>Student Achievement:</b>  All Students:  All Grades: Reading - Lower than normal reading levels  All Grades: Math - Learning gaps  5th Science: 72%</p> <p>Ethnicity:  Hispanic:  5th Grade: Reading 60%, Science 68%  6th Grade: Reading 65%</p> <p>Two or more races:  6th Grade: Reading 50%, Math 63%</p> <p>Economically Disadvantaged:  5th Grade: Reading 72%, Science 71%  6th Grade: Reading 76%</p> <p>Special Program Groups:  (Title I, Part A, ELLs, Migrant, GT, SpEd, etc.)</p> <p>SPED:  5th Grade: Reading 23%, Math 38%, Science 31%  6th Grade: Reading 47%, Math 60%</p>	<ul style="list-style-type: none"> <li>● Increase reading levels through a focused reading time during Activity Period. Focus on increasing reading levels in each class as well.</li> <li>● Identify and address learning gaps in all math classes using Renaissance STAR.</li> <li>● Provide staff development</li> <li>● Technology training</li> <li>● Continue to purchase supplemental materials for all STAAR tested areas.</li> <li>● Utilize Learning Farm and IXL for all students in ELAR and Math.</li> <li>● Utilize No Red Ink and DGP for ELAR</li> <li>● Utilize IXL and Maneuver in the Middle for Math</li> <li>● Tutorial grouping during Activity Period for all STAAR tested areas</li> <li>● RLA teachers certified ESL</li> <li>● Utilize Rosetta Stone for EB/EL students who are non-English speaking</li> <li>● Reading Styles</li> <li>● Increase student performance levels across all STAAR tested areas</li> <li>● ESL Activity for EB/EL students</li> <li>● Learning Lab classes for accelerated instruction</li> <li>● K-12 Summit for EB/EL students</li> </ul>
<p><b>School Culture and Climate:</b></p> <ol style="list-style-type: none"> <li>1. Promote Student Successes</li> <li>2. Promote School Successes</li> <li>3. Educate students on the importance of respecting all student groups</li> <li>4. Educate students on social media awareness</li> <li>5. Kindness campaign</li> </ol>	<ul style="list-style-type: none"> <li>● Send positive notes to students and parents to celebrate student achievement</li> <li>● Flexible Seating</li> <li>● Counselor in classes to discuss bullying</li> <li>● SRO in class to discuss Social Media Awareness</li> <li>● Student-led group identifying student kindness - Cardinals Care Committee</li> <li>● Sources of Strength</li> </ul>
<p><b>Staff Quality, Recruitment and Retention:</b></p> <ol style="list-style-type: none"> <li>1. Hire qualified personnel as soon as possible</li> </ol>	
<p><b>Curriculum, Instruction and Assessment:</b></p>	<ul style="list-style-type: none"> <li>● Ensure that all students are in their least restrictive environment</li> </ul>



<ol style="list-style-type: none"> <li>1. Continue to get buy in by teachers for technology integration</li> <li>2. Work to get a higher percentage of SPED students in mainstream classes</li> <li>3. Increase student centered lessons</li> <li>4. Dyslexia - Reading by Design</li> <li>5. Renaissance, Learning Farm, NoRedInk, Manuever in the Middle, IXL</li> </ol>	<ul style="list-style-type: none"> <li>● Provide staff development in project-based, student-centered lessons</li> <li>● Utilize the Reading by Design program to help students exit dyslexia class.</li> </ul>
<p><b>Family and Community Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Develop framework of opportunities for involvement</li> <li>2. Develop the Parent and Family Engagement Plan</li> </ol>	<ul style="list-style-type: none"> <li>● More use of Remind</li> <li>● Family nights</li> <li>● Social media posts</li> <li>● Volunteers for PTO and boosters</li> <li>● 5th Grade Orientation</li> </ul>
<p><b>School Organization:</b></p> <ol style="list-style-type: none"> <li>1. Look for ways to add flexibility to schedule</li> <li>2. Limit shared teachers as much as possible</li> <li>3. Improve RTI programs</li> </ol>	<ul style="list-style-type: none"> <li>● We have added intervention classes to meet the needs of HB 1416</li> </ul>
<p><b>Technology:</b></p> <ol style="list-style-type: none"> <li>1. Teacher training for BenQ's, Chromebooks, Google Classroom, Google Drive, Edgenuity, DMAC, and TEKS RS</li> </ol>	
<p><b>Additional Information:</b></p>	
<p>NOTE: Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above.</p>	



# Comprehensive Needs Assessment Team 2024-2025

<b>April Washburn</b>	<b>Principal</b>	_____
<b>Kristen Reaves</b>	<b>Counselor</b>	_____
<b>Freda Gantt</b>	<b>School Nurse</b>	_____
<b>Shelley Yates</b>	<b>Curriculum Director</b>	_____
<b>Megan Turner</b>	<b>Classroom Teacher</b>	_____
<b>Becky Patak</b>	<b>Classroom Teacher</b>	_____
<b>Tracy Floyd</b>	<b>Classroom Teacher</b>	_____
<b>Jennifer Barth</b>	<b>Classroom Teacher</b>	_____
<b>Landon McKinney</b>	<b>Classroom Teacher</b>	_____
<b>Lisa Hargis</b>	<b>Classroom Teacher</b>	_____
<b>Deidra Renfrow</b>	<b>Classroom Teacher</b>	_____
<b>Chelsea Lasick</b>	<b>Community Member</b>	_____
<b>Erica McPherson</b>	<b>Business Owner</b>	_____
<b>Charbonet Hightower</b>	<b>Parent</b>	_____

