

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

**Data Sources Reviewed**

- State Assessments (Spring 2024)
- Unit Assessments
- PBMAS
- District discipline data
- TAPR (2022-2023)

**Demographics:**

1. White - 66.7% (Last year 69.1%)
2. Hispanic - 24.0% (Last year 21.5%)
3. African American - 3.0% (Last year 4.1%)
4. Economically Disadvantaged - 49.9% (Last year 52.3%)
5. English Language Learner - 11.8% (Last year 7.3%)
6. At Risk - 35.3% (Last year 43.3%)

**Identified Strengths**

**Student Achievement:**

All Students:

7th Grade: Reading Language Arts 89%, Math 80%

8th Grade: Science 83%, Reading 88%, Math 81%, Algebra 1 100%

Ethnicity:

White:

7th Grade: Reading 89%, Math 82%

8th Grade: Reading 83%, Science 82%, Algebra 1 100%

Hispanic:

7th Grade: Reading 86%

8th Grade: Reading 100%, Math 95%, Science 85%, Algebra 1 100%

Two or more:

7th Grade: Reading 100%, Math 100%

Economically Disadvantaged:

7th Grade: Reading 85%

8th Grade: Reading 83%, Science 83%, Algebra 1 100%

**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 will be continued
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. Staff Spotlight
12. "Cards Building Character" PBIS Initiative for students and "Catching Cardinals" for staff

**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. Continue implementing 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 7th grade tech electives
6. DMAC
7. Learning Farm and IXL
8. Renaissance STAR test for reading for progress monitoring
9. IXL placement tests for progress monitoring for all core subjects
10. Edgenuity for students in alternative settings
11. Makerspace
12. Accelerated Instruction to meet state requirements for HB 1416
13. 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. Map My Grad parent night - HS Planning
10. Parent and Family Engagement meetings at least twice per year
11. Cardinals for a Cause

**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 core teachers have TV's in their classroom to cast or project information

Identified Needs	Priorities
<p><b>Student Achievement:</b>            All Students:            Attendance: 95.2%            All Grades: Reading - Lower than normal reading levels as a result of COVID            All Grades: Math - Learning gaps as a result of COVID.            8th Grade: Social Studies 69%</p> <p>Ethnicity:            Hispanic:            7th Grade: Math 67%            8th Grade: Social Studies 65%</p> <p>Two or more races:</p> <p>Economically Disadvantaged:            8th Grade: Social Studies 58%</p> <p>8th Grade: Social Studies 14%, Science 29%, Reading 57%, Math 43%</p>	<ul style="list-style-type: none"> <li>● Increase reading levels through a 10 minute 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>● Continue to utilize Learning Farm and IXL for all students in core subjects.</li> <li>● Tutorial grouping during Activity Period for all STAAR tested areas</li> <li>● RLA teachers certified ESL (at least one per grade level)</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>Promote Student Successes</li> <li>Promote School Successes</li> <li>Educate students on the importance of respecting all student groups</li> <li>Educate students on social media awareness</li> <li>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>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>Hire qualified personnel as soon as possible</li> </ol>	
<p><b>Curriculum, Instruction and Assessment:</b></p> <ol style="list-style-type: none"> <li>Continue to get buy in by teachers for technology integration</li> <li>Work to get a higher percentage of SPED students in mainstream classes</li> <li>Increase student centered lessons</li> <li>Dyslexia - Reading by Design</li> <li>Renaissance, IXL, Learning Farm, NoRedInk</li> </ol>	<ul style="list-style-type: none"> <li>Ensure that all students are in their least restrictive environment</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>Develop framework of opportunities for involvement</li> <li>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> </ul>
<p><b>School Organization:</b></p> <ol style="list-style-type: none"> <li>Look for ways to add flexibility to schedule</li> <li>Limit shared teachers as much as possible</li> <li>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>Teacher training for 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>Sara Cantrell</b>	<b>Principal</b>	_____
<b>Leah Lowery</b>	<b>Counselor</b>	_____
<b>Shelley Yates</b>	<b>Curriculum Director</b>	_____
<b>Lisa Wilson</b>	<b>Classroom Teacher</b>	_____
<b>Braeden Simmons</b>	<b>Classroom Teacher</b>	_____
<b>Chance James</b>	<b>Classroom Teacher</b>	_____
<b>Ramonda Hawley</b>	<b>Classroom Teacher</b>	_____
<b>Jaime Cowan</b>	<b>Classroom Teacher</b>	_____
<b>Eric Osterhout</b>	<b>Classroom Teacher</b>	_____
<b>Marion Burns</b>	<b>Classroom Teacher</b>	_____
<b>Corey Obi</b>	<b>Community Member</b>	_____
<b>Katie Miller</b>	<b>Business Owner</b>	_____
<b>Katy Cotton</b>	<b>Parent</b>	_____

