

Clint Independent School District
Ricardo Estrada Middle School
2023-2024 Comprehensive Needs Assessment



Board Approval Date: September 19, 2023

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ricardo Estrada Middle School is one of 14 campuses in Clint ISD. Ricardo Estrada Middle School, formerly known as Ricardo Estrada Junior High School, opened its doors in August of 2010 and our campus serves 586 students in grades 6-8. Our stakeholders include parents, students, 42 teachers, staff, 3 administrators (1 principal and 2 assistant principals), two full time counselors, one curriculum coach, one technology coach, one interventionist, one librarian, district staff, and community members. Representatives from each of the abovementioned stakeholder groups are invited quarterly to contribute to the development, review, and implementation of the campus improvement plan. Ricardo Estrada Middle School is a 100% Title I school and its demographic make-up consists of approximately 91% economically disadvantaged students and about 91% of our student population is coded At-Risk. More than half of our student population is Emergent Bilingual (65%). We also serve over 100 students (about 22% of our overall population) who receive Special Education services by providing educational support through inclusion, or specialized units such as Resource, ASC, and DSC. About 20 of our students who are coded Gifted and Talented are provided opportunities through our GT course. Our students are provided with opportunities to engage in a variety of sports and clubs to include football, volleyball, baseball, softball, soccer, track, tennis, band, orchestra, choir, dance, chess club, robotics, drones, student council, the National Junior Honor Society, PBIS Ambassadors, and AVID between others. Ricardo Estrada Middle School is a PBIS campus in which we embed restorative discipline practices for minor student offenses. Behavior trends on campus fluctuate and we average about 5% of our student population is involved in disciplinary action throughout the school year which allows our academic program to function with minimal impact to student learning. In the last year, our student population has decreased by 50-60 students, these students enrolled in charter schools and/or homeschool due to the pandemic. Ricardo Estrada Middle school is expected to grow in the next few years due to new residential areas under construction within the school limits. At REMS our average class size is 25 students for each teacher and/or teacher aide. Attendance at Ricardo Estrada Middle School averages at approximately 95% and our campus is able to maintain a high percentage of attendance by providing students with bi-weekly incentives such as free dress, quarterly recognition certificate and celebrations. Our attendance clerk and administrator meet regularly to discuss student trends and discuss chronic absences; they are able to meet with parents to promote attendance and provide support through our Communities in School program as necessary. Consistently, Ricardo Estrada Middle School student population is predominantly (approximately 98%) Hispanic-Latino, and the break is even with half of our students being male and the other half being female. Our School-wide Title I program consists of various programs including intervention classes and behavior support during Falcon Fridays, after school tutoring, Falcon Academies, and Super Saturday school. Tutoring is offered after school and on selected Saturday's in the areas of Math, Reading & Language Arts, Science and Social Studies. Our Title I and III aides service At-Risk students throughout campus with an emphasis on our Emergent Bilingual population. Our Curriculum Coach provides training to our teachers in best practices and data analysis as well as modeling lessons for teachers and providing professional development in various instructional strategies. Ricardo Estrada Middle School has a Communities in Schools Coordinator (CIS) that hosts parenting classes, assisting students with academics, bullying prevention, school involvement, and college readiness.

Demographics Strengths

- We also serve over 100 students who receive Special Education services by providing educational support through inclusion, or specialized units such as Resource, ASC, DSC, and SLE.
- At REMS our average class size is 25 students for each teacher and/or teacher aide.
- Attendance at Ricardo Estrada Middle School averages over 95% and our campus is able to maintain a high percentage of attendance by providing students with incentives such as free dress, quarterly recognition certificate and celebrations.
- Title I and III aides service At-Risk students throughout campus with an emphasis on our Emergent Bilingual population.
- Our Curriculum Coach provides training to our teachers in best practices and data analysis as well as modeling lessons for teachers and providing professional development in various instructional strategies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: GT population is well below all other special populations. **Root Cause:** Identification process.

Student Learning

Student Learning Summary

In the 2021-2022 school year our campus received an accountability overall rating of B; accountability ratings for the 2022-2023 school year have not been released. For the 2022-2023 school year, approximately 98% of students participated in the following STAAR assessments; grades 6-8 Math and Reading, grade 8 Science and Social Studies.

Below are the 2022-2023 scores:

GRADE 6 RLA

Total Students: 174

Approaches GL 2023: 63%

Approaches GL 2023 SpEd: 42%

Approaches GL 2023 EB: 55%

Approaches GL 2022: 52%

Gain or Loss: +11%

Meets GL 2023: 30%

Masters GL 2023: 8%

GRADE 6 MATH

Total Students: 174

Approaches GL 2023: 75%

Approaches GL 2023 SpEd: 50%

Approaches GL 2023 EB: 69%

Approaches GL 2022: 73%

Gain or Loss: +2%

Meets GL 2023: 22%

Masters GL 2023: 2%

GRADE 7 RLA

Total Students: 170

Approaches GL 2023: 64%

Approaches GL 2023 SpEd: 39%

Approaches GL 2023 EB: 18%

Approaches GL 2022: 64%

Gain or Loss: 0%

Meets GL 2023: 34%

Masters GL 2023: 9%

GRADE 7 MATH

Total Students: 149

Approaches GL 2023: 42%

Approaches GL 2023 SpEd: 17%

Approaches GL 2023 EB: 39%

Approaches GL 2022: 44%

Gain or Loss: -2%

Meets GL 2023: 13%

Masters GL 2023: 1%

GRADE 8 RLA

Total Students: 171

Approaches GL 2023: 75%

Approaches GL 2023 SpEd: 44%

Approaches GL 2023 EB: 60%

Approaches GL 2022: 74%

Gain or Loss: +1%

Meets GL 2023: 43%

Masters GL 2023: 14%

GRADE 8 MATH

Total Students: 150

Approaches GL 2023: 73%

Approaches GL 2023 SpEd: 43%

Approaches GL 2023 EB: 64%

Approaches GL 2022: 70%

Gain or Loss: +3%

Meets GL 2023: 30%

Masters GL 2023: 3%

GRADE 8 SCIENCE:

Total Students: 172

Approaches GL 2023: 69%

Approaches GL 2023 SpEd: 39%

Approaches GL 2023 EB: 52%

Approaches GL 2022: 63%

Gain or Loss: +6%

Meets GL 2023: 43%

Masters GL 2023: 12%

GRADE 8 SOCIAL STUDIES:

Total Students: 171

Approaches GL 2023: 50%

Approaches GL 2023 SpEd: 21%

Approaches GL 2023 EB: 36%

Approaches GL 2022: 34%

Gain or Loss: +16%

Meets GL 2023: 16%

Masters GL 2023: 5%

As a result of the pandemic in 2019-2020, HB4545 continues to be implemented in the state of Texas. At Clint ISD and at Ricardo Estrada Middle School we implemented iSupport designated intervention times to support student learning gaps. All students at REMS who did not take the STAAR assessment or who “Did Not Meet” expectations in the STAAR assessment for the 2022-2023 school year will receive between (and at least) 15-30 hours of additional support intervention/instruction by a core content area teacher prior to the end of the school year. Additionally, students will be provided intervention instruction during after-school tutorials, Falcon Academies, and SMART Academies.

Student Learning Strengths

All students at REMS who did not take the STAAR assessment or who “Did Not Meet” expectations in the STAAR assessment for the 2022-2023 school year will receive between (and at least) 15-30 hours of additional support intervention/instruction by a core content area teacher prior to the end of the school year. Additionally, students will be provided intervention instruction during after-school tutorials, Falcon Academies, and SMART Academies.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: State assessment (STAAR) data indicate underperformance within our SpEd student population. **Root Cause:** SpEd teacher content knowledge and expertise.

Problem Statement 2: State assessment (STAAR) data indicate underperformance within our EB student population. **Root Cause:** Misalignment between ESL materials and RLA year at a glance.

School Processes & Programs

School Processes & Programs Summary

At Ricardo Estrada Middle School our school day begins at 8:20 a.m. and ends at 3:50 p.m. Our day begins with a 10 minute period in which students eat breakfast and engage with our live announcements, followed by eight 45 minute classes, a 30 minute lunch break and a 30 minute intervention period in which they engage with social emotional lessons and activities, AVID activities, and other specific academic/intervention activities. At REMS we have tutorials by subject area from Tuesday through Thursday, from 4:15-5:15 p.m. We also conduct SMART Academies once every 9 weeks on Saturday for 3 hours from 8:00-11:00 a.m. for instructional support and interventions. All teachers and staff at Ricardo Estrada Middle School are highly qualified. Our teachers participate in a rigorous week of staff development prior to the start of the school year. During this week of staff development, teachers and staff receive training that target instructional goals for the school year to include high quality instructional materials (HQIM), its internalization, and other staff development based on numerous sources of data to include STAAR assessment data, STAAR Interim data, MAP Growth data or District Benchmark data, 4 & 9 week checkpoint data, student attendance, and student discipline between others. Additionally, teachers are provided multiple opportunities throughout the school year to engage in monthly staff development appropriate to needs, for example, unpacking standards based on content area, differentiation strategies, AVID strategies (WICOR), technology strategies and programs, among many other opportunities. As we use the aforementioned data to identify instructional needs, we prepare and/or seek staff development opportunities to address the identified areas of need. PBIS plays a big role at Ricardo Estrada Middle School; this program not only promotes positive behavior for our students, but also helps us recognize teachers and their areas of strength (teachers are provided badges). At Ricardo Estrada Middle School we strive to retain highly qualified staff by promoting a positive school culture and a nurturing learning environment providing our faculty and staff with incentives from our Sunshine Committee and PBIS Committee. Teachers and staff are recognized and celebrated monthly at faculty meetings. REMS also provides faculty and staff with PBIS points to recognize positive actions, and they are provided appreciation weeks during our “Five Days of Christmas”, holidays, and Teacher Appreciation Week. At Ricardo Estrada Middle School all of our students, faculty, and staff adhere to the 4 B’s- Be Safe, Be Respectful, Be Responsible, and Be Here! The 4 B’s promote positive behavior and support the campus vision and district vision to encourage every student to feel socially and emotionally supported, safe, and valued. REMS is also an AVID campus; AVID promotes the use of instructional strategies WICOR: Writing, Inquiry, Collaboration, Organization, and Reading which promotes high quality teaching and engaging instruction for all of our students. AVID also promotes college readiness and college exposure to our student population; students can engage in university/college visits, and our faculty and staff promote college and universities within their college corner. Every Thursday, our students are exposed to a different college/university via digital announcements. During this school year, REMS engaged in new initiatives such as the Maker-Space. Within the Maker-Space, students are allowed to use this workspace and use different resources and tools such as computers, machining, technology, science, digital art, gaming, and other opportunities to socialize, collaborate through hands-on, personalized experiences. Our virtual announcements are also in the developing stage of life announcements, and our robotics team is under development as well. Our counselors and PBIS lead teacher prepare activities to implement during their student group sessions to discuss topics such as bullying, drugs, physical or verbal aggression, sexual harassment, dating violence, and sexual abuse between others.

School Processes & Programs Strengths

- 30 minute period in which students engage in social emotional lessons and activities.

- Tutorials by subject area from Tuesday through Thursday, from 4:15-5:15 p.m.
- The use of High Quality Instructional Materials (HQIM), software programs, and other resources that enhances students learning.
- Falcon Fridays for instructional and behavioral support on Fridays from 4:15-5:15 p.m.
- SMART Academies once every 9 weeks on Saturday for 3 hours from 8:00-11:00 a.m. for instructional support and interventions.
- Ricardo Estrada Middle School students, faculty, and staff adhere to the 4 B's- Be Safe, Be Respectful, Be Responsible, and Be Here! The 4 B's promote positive behavior and support the campus vision and district vision to encourage every student to feel socially and emotionally supported, safe, and valued.
- AVID promotes the use of instructional strategies WICOR: Writing, Inquiry, Collaboration, Organization, and Reading which promotes high quality teaching and engaging instruction for all of our students. AVID also promotes college readiness and college exposure to our student population; students can engage in university/college visits, and our faculty and staff promote college and universities within their college corner. Every Thursday, our students are exposed to a different college/university via digital announcements.
- REMS Maker-Space- students are allowed to use this workspace and use different resources and tools such as computers, machining, technology, science, digital art, gaming, and other opportunities to socialize, collaborate through hands-on, personalized experiences. Our virtual announcements are also in the developing stage of life announcements, and our robotics team is under development as well.
- PBIS plays a big role at Ricardo Estrada Middle School; this program not only promotes positive behavior for our students, but also helps us recognize teachers and their areas of strength.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Classroom instruction lacks rigorous tasks and/or questions. **Root Cause:** Lesson plan template lacks planning for rigorous questions and/or tasks.

Perceptions

Perceptions Summary

Ricardo Estrada Middle School is a committed campus that educates approximately 586 students daily. The attendance for REMS for 2021-2022 averaged 93.5% due to effects of the COVID-19 pandemic, during the 2022-2023 school year our attendance average was 94% for the school year, and for this 2023-2024 school year, we strive for at least 96%. Ricardo Estrada Middle School is a PBIS campus in which we embed restorative discipline practices for minor student offenses. Behavior trends on campus fluctuate and we average about 5% of our student population is involved in disciplinary action throughout the school year which allows our academic program to function with minimal impact to student learning. Based on the disciplinary data available at the campus, the school's major disciplinary issue comes down to behavioral patterns in a small percentage of students. At REMS, we believe a progressive approach to conflict reduction is key to minimizing conflicts between our students. Our counselors have weekly group meetings with our students. Counselors cover topics to include conflict resolution, communication, self control, stress management, anti-bullying, healthy and unhealthy relationships, and drug awareness (Red Ribbon) that includes controlled and illegal substances. Aside from grade-level meetings, the counselors provide small group peer meetings where students have an opportunity to meet with other students with similar life challenges. Additionally, counselors also meet with students individually on a weekly basis to provide social, emotional, and academic support. Ricardo Estrada Middle School has a PBIS/SEL lead teacher. Through software application, students check in every morning to let specific campus personnel know how they are feeling. For example, if a student answers that they are feeling "angry", specific campus personnel including the PBIS/SEL lead teacher, is alerted. Our PBIS/SEL lead teacher meets directly with that student within five minutes of receiving the alert. The PBIS/SEL lead teacher has a confidential conversation with the student to see how he or she is doing, offers encouragement and support, and refers the student to the counselors when he or she needs additional support. At REMS, our Communities in School (CIS) staff member supports or community members by offering valuable resources. When it comes to discipline, we believe a restorative practice and circle resolution approach to discipline proves to be the most beneficial. For example, on our campus, all incidents are documented on an incident report. All minor offenses are addressed by Campus Administration and begin to engage Counselors when needed. The counselors meet with the individuals named in the report to offer conflict resolution. Our school resource officer (SRO) meets weekly with targeted student groups that have increased discipline referrals on file with the campus. The goal of the meetings is to identify the students and offer a deterrence on discipline before it becomes criminal. At Ricardo Estrada Middle School we also offer an after-school educational program (ACE - Afterschools Center on Education) that focuses on providing students a safe environment, tutoring, enrichment, and academic support. Instead of students going home to work individually on any academic help they may need, students are offered the opportunity to enroll in the program to receive resources on the campus. Our student dropout rate is 0% and our teacher turnover rate is approximately 23%. Most of the teacher turnover is due to promotions and as we recruit and hire new teachers, we provide them with support through our Falcon 101 program. Through Falcon 101, our Curriculum Coach and Technology Coach pair to provide instructional strategies, guidance, technology support, and assist in any way a new teacher may request or need.

At REMS, parent/guardian community participation rates are measured by parents sign in sheets in at the following events:

- Open House (Fall & Spring)
- Community Events (Winter Festival/PBIS Fair)
- Honor Roll and Falcon Awards event

- Rigged in your Favor (monthly in person or virtual participation)
- Counselor & PBIS Lead Events

AT REMS, we have a Communities in School staff member who is tasked, in conjunction with administration, to reach out to parents so we can increase our community presence. The REMS campus has contracted with Leticia Salas of Rigged in Your Favor to engage our parents and family members within the community. Additionally, the campus is open to local community members who use the campus to practice football, soccer, and also cheerleading after school hours. The community supports the campus efforts mainly through our parent nights and our campus events (PBIS, band and orchestra performances, athletic events, etc.) Parent involvement nights are scheduled monthly and parents are invited through phone calls, emails, text messages, social media posts, and/or flyers. A barrier that we face with our community is that majority of our parents are working parents who struggle to attend events as scheduled.

Perceptions Strengths

- The attendance for REMS for 2022-2023 was 94%, , and for this 2023-2024 school year, we strive for at least 96%.
- Ricardo Estrada Middle School is a PBIS campus in which we embed restorative discipline practices for minor student offenses. Behavior trends on campus fluctuate and we average about 5% of our student population is involved in disciplinary action throughout the school year which allows our academic program to function with minimal impact to student learning.
- Our student dropout rate is 0%

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Low turnout to parent engagement activities. **Root Cause:** Delayed calendar of activities.