Clint Independent School District

Carroll T. Welch Elementary

2025-2026 Comprehensive Needs Assessment



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Comprehensive Needs Assessment

Demographics

Demographics Summary

School

Carroll T. Welch is one of 6 Elementary Schools in Clint I.S.D. and has 676 students in grades Pk-5th. The school is located in Horizon City, Texas and is a neighborhood school. The school opened it's doors to the community in 1984 and has gone through several additions and remodeling to include refrigerated air and central heating. New furniture has been purchased for Pk-3rd and will refresh the 4th and 5th grade furniture in 2023-2024 school year. Clint I.S.D. has open enrollment, therefore our school is open to enroll students from other areas. Our school colors are black and red and our school mascot is the Panther. Our enrollment has fluctuated of the years as follows:

2024-2025. 676

2023-2024 772

2022-2023 636

2021-2022 650

2020-2021 722
2019-2020 838
2018-2019 875
2017-2018 899

Race/Ethnicity

Our student population can be broken into the following groups:

African American: 0%

Hispanic: 98.13%

White: 1.58%

American Indian:0%

Asian: 0%

Pacific Islander: 0%

Two or more races: .29%

Student Groups: our campus is comprised of the following student groups.

Economically Disadvantaged: 94%

Emergent Bilingual:56%

Special Education: 13.96%

At Risk: 73%

504: .2.16%

GT: 2%

Females- 48.78%
Males- 51.22%

Students by grade level:

Early Education- 5

PreK- 74
Kindergarten- 96
1st Grade- 97
2nd Grade- 114
3rd Grade-121
4th Grade-118
5th Grade-147

Staff Data:

Carroll T. Welch is comprised of the following faculty:

Administrative Support:9

Teacher: 48

Educational Aides: 13

Attendance:

Final attendance rate for the year: 94.33%

Discipline rates:

1.26% discipline referrals

Demographics Strengths

CTW's strengths include:

- An established community where we have minimal transition with students
- Parental support in academics
- 100% Certified Teachers
- El Paso School Design Collaborative school- 1 of 8 campuses in the Region to participate in the reimagining of schools
- Transcend Lab School
- Social Emotional Learning component to include RethinkEd curriculum, Zen Zone implementation for all students
- 93% Economically Disadvantaged population affording us the opportunity to operate as a school-wide Title I campus. This provides our students with opportunities to participate in additional local and state funding resources.

Student Learning

Student Learning Summary

CIP and CNA by DAISY GARCIA.

Student Learning Strengths

Based on student achievement data, school strengths for the 2024-2025 academic school year are as follows:

- Student Achievement increased by 9 points
- School Progress remained at 76
- Earned Academic Achievement in Science (distinction designations are awarded when a school or district shows exceptional achievement in certain areas)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: State assessment (STAAR) data indicate underperformance in overall student achievement.
Root Cause: Lack of differentiated and consistency in implementation of RBIS in the HQIM in Kinder-5th grade in Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

At Carroll T. Welch we believe that all students can learn and we are committed to putting supports in place to ensure this happens. Our leadership team meets every week to review data, plan strategically to meet our week's priorities, and review students growth. Campus administration and coaches lead PLC. Monthly faculty meetings are held to ensure teachers are informed and updated on our campus goals. Weekly newsletters are sent with the instructional priorities and weekly targets to ensure streamline community. Quarterly SIT meetings are held to get data from our vertical team. Teachers plan their science labs, internalize their weekly lesson plans, and review data in order to guide instruction. Teachers contact parents regarding students' academic and attendance needs through Class Dojo, email, phone calls, school agendas, and parent/teacher conferences.

Instructional leadership team communicates with all stakeholders through a campus calendar, monthly newsletter, All Calls, updated marquee, conferences, family nights, and a Campus Class Dojo. Principal communicates with faculty and staff through weekly newsletters, conferences and one on one conferences.

Students have opportunities to attend tutoring after school and during intersession. Students also receive additional support during the acceleration block.

CTW implements SEL weekly circle lessons to teach students how to regulate their emotions, improve their sense of belonging and community, and increase the relationships in the classroom. The counselor will offer class and individual lessons that will focus on different traits. Additionally, CTW will amplify the Positive Behavior Interventions and Supports (PBIS) campus-wide.

The campus offers extra-curricular activities which include: robotics, UIL, Orff Ensemble, Bee Bots, and Ambassador Program. Students will have additional options to participate in enrichment camps like Arts & Crafts class, Book Club, Yearbook, STEAM, and others we will work on during the school year. Students also have opportunities to participate in different clubs as well.

Our special education program provide resource and specialized support for students that require additional support. Carroll T. Welch has one BAC (Behavior Adjustment Class) in which they have a teacher and two aides. Our GT teacher provides services for the GT students and also provides dyslexia services.

CTW provides opportunities to get our community and parents involved. Parent sessions are offered to support the campus goals. Coffee with the Principal is offered in a quarterly basis.

Data is looked at as a campus, teacher and individual student level to drive instruction. Monthly data talks assist us to identify areas of need as well as vertical instructional gaps . RtI meetings take place quarterly to discuss individual student needs.

Carroll T. Welch is a dual language school. Teachers have received training from Dr. Izquierdo and Dr. Medina. The district bilingual coordinators offered training that support the dual language goals. Teachers have the option to pair-up with another teacher ot focus on one language in all content areas.

School Processes & Programs Strengths

This year we focused on our three instructional Priorities. We will also continue our participation in the region's El Paso School Design Collaborative with other campuses across different districts to reimagine school designs from the view of Nurture and Belonging.

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of consistency with class and individual student growth goals not set across all grade levels.

Root Cause: Inconsistency with teachers setting goals and monitoring WIGS with the class and individual students throughout the school year, inconsistency of students taking ownership of their data and growth goals.

Perceptions

Perceptions Summary

Carroll T. Welch strives to provide a safe and supportive environment for out students, faculty, and staff. We are committed to help our students academically and socially by creating a supportive environment. Our students have opportunities to participate in UIL events, clubs, and extra-curricular activities outside the instructional day. All staff welcome students in the morning as they come in to the school to begin the day in a positive manner. Teachers greet their students at the door every morning to establish a great start to the day. We pride ourselves in having Trauma Informed Practices in the entire campus to ensure our students feel safe, that they belong, and a sense of pride.

Safety is a priority at CTW. Our campus has 21 cameras throughout the school. Our classrooms ae equipped with a panic button for teachers to use in case of an emergency. Our school security and Deputy patrol the campus. We have a doorbell that was installed in the main entrance to monitor our visitors.

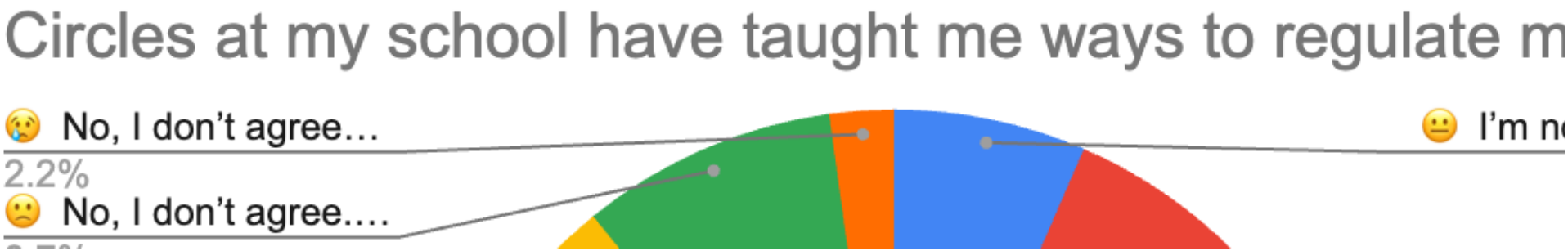
Our campus provides weekly SEL circle lessons to focus on self awareness self management, regulation, and builds community within the classrooms. We have a k-12 alert district wide were students and parents can report bullying incidents anonymously. Our counselor provides individual, small and large group sessions on issues that arise at the campus.

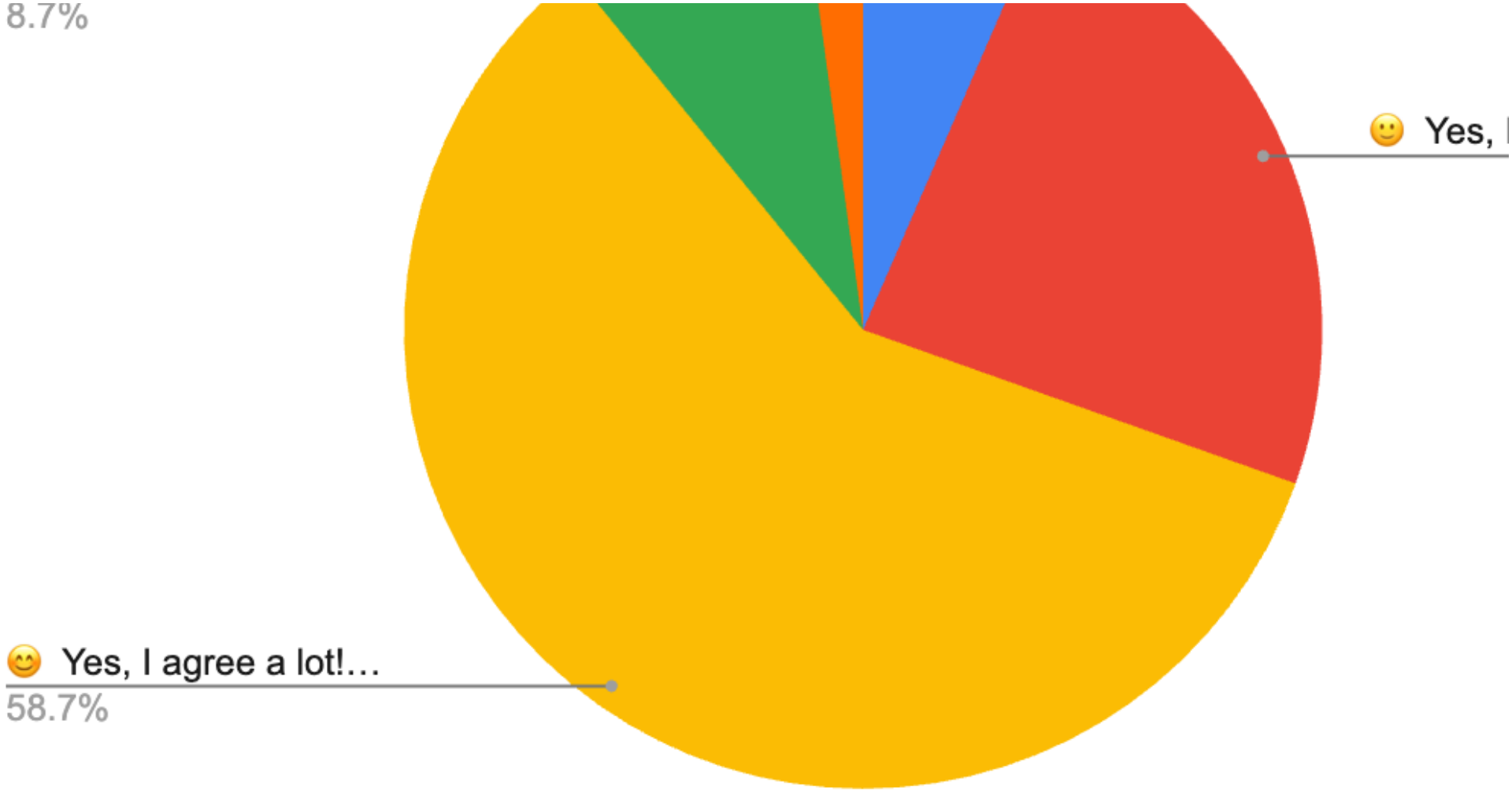
MTSS meetings for academics and behaviors are in place to work with our community to provide Tier 1, Tier 2, and Tier 3 instruction and interventions.

Every morning on our morning announcement we review our campus PBIS expectations and read a quote of the day. We end our announcements with a mindfulness exercise and our reciting our daily affirmation, " I am loved, I can regulate my brain, I believe in myself, I belong at CTW" . We also encourage students to speak up if they see something that goes against our school beliefs. "If you see something, say something."

CTW hosts Grandparent's Day, parent classes, volunteer opportunities, morning meetings, to promote and encourage students to challenge themselves and to build school spirit, field day, fall festival, attendance incentives, earth day, coffee with the principal, PBIS recognition activities to motivate students to continue following our campus expectations.

Perceptions Strengths





Problem Statements Identifying Perceptions Needs

Problem Statement 1: Coaching and Mentoring by instructional coaches and expert teachers was an area of improvement.
Root Cause: There was inconsistency in the mentoring program for teachers with 2 or more years of experience.

Problem Statement 2: The survey provided to students revealed a need for self regulation and self management as a weakness across all grade levels surveyed.
Root Cause: Though we have SEL lessons weekly and counseling and guidance lessons weekly, it was evident that we need to equally prioritize academic, social-emotional, and physical development of our students.