

Clint Independent School District

Frank Macias Elementary

2025-2026 Comprehensive Needs Assessment

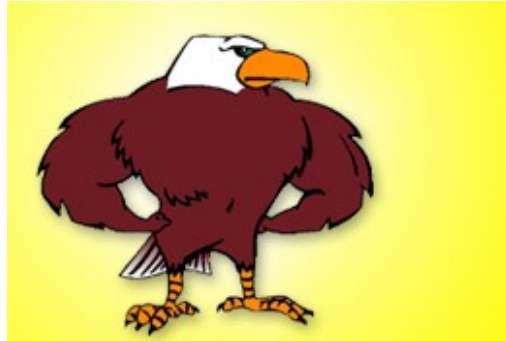


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Comprehensive Needs Assessment

Demographics

Demographics Summary

Vision Statement: Educating our Future - Educando Nuestro Futuro

Mission Statement: The Faculty and staff of Frank Macias Elementary School, in partnership with families and community will guide students toward their maximum potential in academic achievement as lifelong learners and productive citizens.

FRANK MACIAS ELEMENTARY is a Title I campus located in the Clint Independent School District in Horizon City on the far east side of El Paso County. FME, one of 6 elementary campuses in the Clint Independent School District, opened its doors in 2001 and currently serves predominantly low socioeconomic students. We are the home of the eagles, where every day we are "feeling great, going strong, soaring like eagles all day long!"

2024-2025 Fall Snapshot Demographics

| | |
|--------------------|-----|
| All Students | 993 |
| Hispanic | 977 |
| Eco Dis | 854 |
| At Risk | 736 |
| Emergent Bilingual | 639 |
| Special Education | 261 |
| 504 | 30 |
| RTI | 75 |
| Dyslexia | 27 |
| Migrant | 4 |
| Homeless | 16 |
| Military Connected | 35 |

| | |
|---------------------|------------|
| All Students | 993 |
| GT | 15 |

Grade Level Breakdown

| | |
|-----------|----------|
| EE | 3 |
| PK | 94 |
| K | 123 |
| 1 | 147 |
| 2 | 152 |
| 3 | 159 |
| 4 | 140 |
| 5 | 147 |

FME is continuing with the district 50/50 Dual Language one-way model. Since the return of students to campus after the COVID-19 pandemic, the campus was able to follow the preferred two-teacher model with one teacher responsible for all content in English and the other in Spanish. Current school year results show that students in the lower grades, especially kindergarten, are coming into schools stronger in Spanish, according to mClass Dibels/Lectura data.

The average daily attendance for 2023-2024 was 94.14%, which was an increase from 2022-2023 by 0.82 percentage points. While we have seen a steady increase over the past 3 years, it still has not rebounded to the ADA pre-COVID. Measures are currently in place to provide incentives to students, classes, and grade levels to promote coming to school while also continuing to work with parents on 45-day plans and truancy court, if necessary.

Who Are We? - Our Staff:

Due to the end of ESSER funding, some positions for the 2024-2025 school year were not renewed.

For the 2024-2025 school year, the campus is estimated to have:

- 1 principal
- 2 assistant principals
- 2 Counselors
- 2 Curriculum Coaches
- 59 Teachers
- 17 Paraprofessionals

- 9 Cafeteria workers
- 1 Security
- 1 SRO
- 5 campus monitors
- 6 custodians

Staff turnover has been an issue over the past few years. In 2022-2023, several teachers did not complete the school year and/or did not sign their contracts for the upcoming school year. Since there was a change in leadership, only 2 teachers left the campus at the end of the 2023-2024 school year. Because of the low turnover rate, this will allow the campus to continue with the momentum and the learning from the previous school year.

Demographics Strengths

Demographics Strengths:

Student enrollment has remained fairly consistent for the past few years after the pandemic. The number of students receiving special education services has steadily increased over the past few years, meaning students are being properly identified through Child Find and getting the proper services to help even the educational playing field. As we have come out of the pandemic, there has been an increase in students that need specialized support either through special education, Section 504, and extra interventions through RTI.

Enrollment is expected to increase over the next few years with the development of new houses in the school boundaries.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff turnover has been one of the highest in the district over the past few years which has caused an inconsistency in being able to develop solid processes.

Root Cause: Staff members have chosen not to return for the next school year. Some have even resigned mid-year, leaving students without a teacher.

Problem Statement 2: A high number of students are being recommended for special education services.

Root Cause: Since the pandemic, many students returned multiple grade levels behind and have not made enough progress to close the gaps.

Problem Statement 3: Though attendance has been steadily increasing, ADA still remains one of the lowest of the elementary schools in the district.

Root Cause: Several students in each grade level, especially in PK and kinder, have excessive absences that lead to a lower ADA for the year.

Student Learning

Student Learning Summary

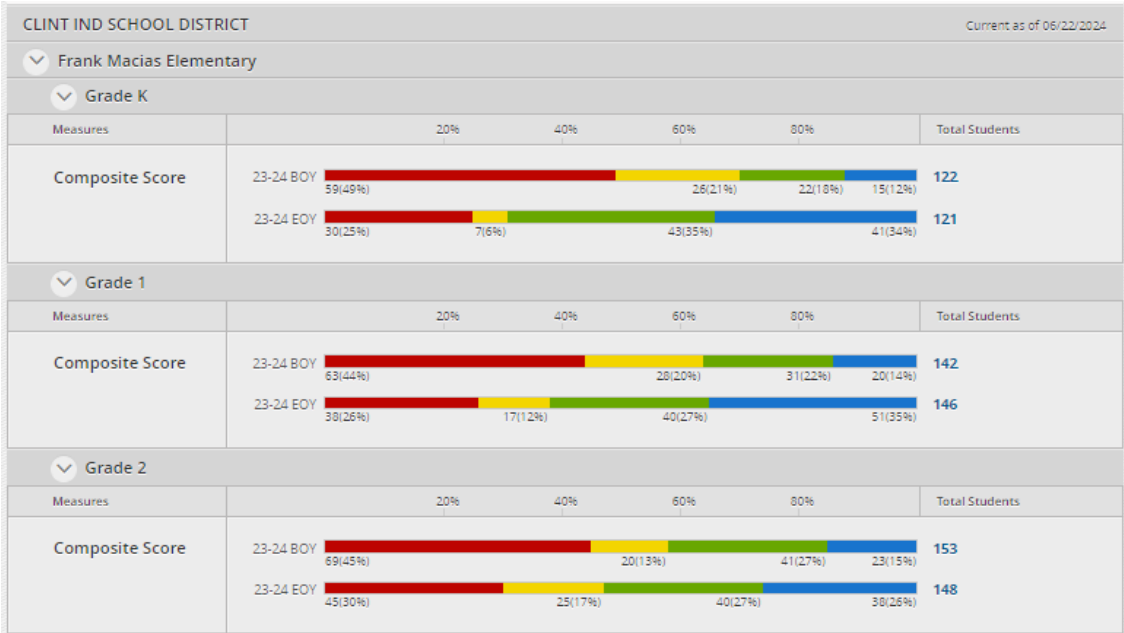
Student Academic Achievement Summary:

Circle

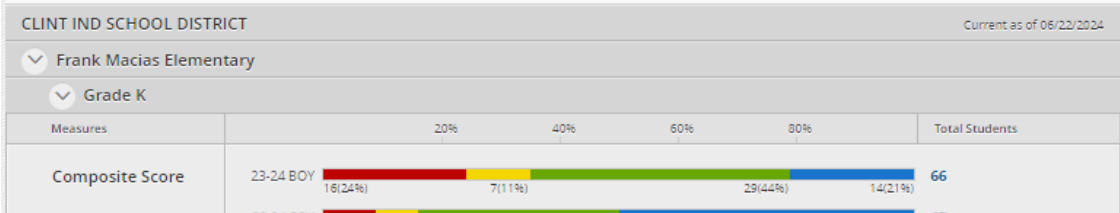
End of year Circle data for PK students shows that 88% of students in English and 89% of students in Spanish are on-track in math instruction. Additionally, 70% of students in English and 80% of students in Spanish are on-track in reading instruction.

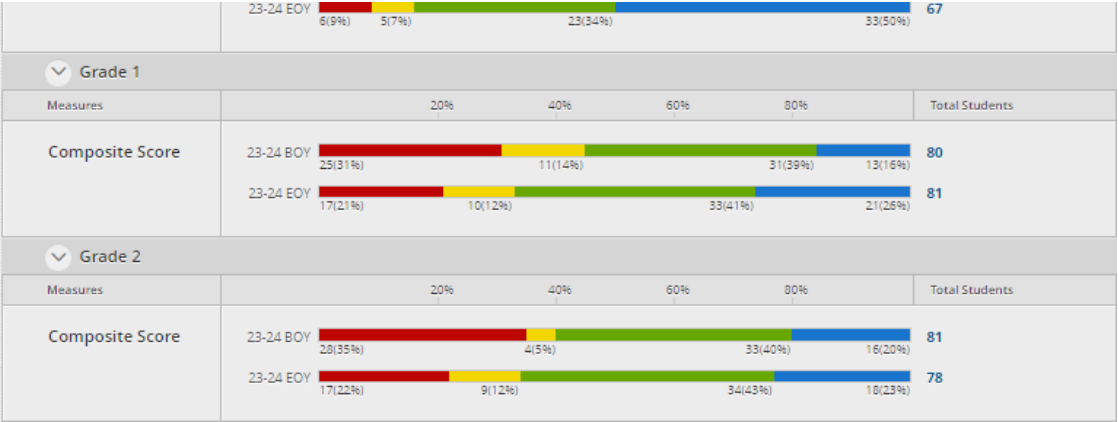
MClass- K-2 Reading Assessment

Dibels (English)



Lectura (Spanish)





Students At or Above Benchmark

| | Dibels- English | | Lectura- Spanish | |
|--------|-----------------|-----|------------------|-----|
| | BOY | EOY | BOY | EOY |
| Kinder | 30% | 69% | 65% | 84% |
| 1st | 36% | 62% | 55% | 67% |
| 2nd | 42% | 53% | 60% | 68% |

I-Ready Math

| Multi | | Overall Grade-Level Placement | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | Students Assessed/Total |
|---------|-------------|-------------------------------|-----|-------------|-------------|-------------|-------------|-------------|-------------------------|
| Grade K | Most Recent | <div></div> | 27% | 24% | 49% | 0% | 0% | 113/121 | |
| | Fall Window | <div></div> | 2% | 4% | 94% | 0% | 0% | | |
| Grade 1 | Most Recent | <div></div> | 25% | 18% | 56% | 1% | 0% | 137/152 | |
| | Fall Window | <div></div> | 1% | 2% | 79% | 18% | 0% | | |
| Grade 2 | Most Recent | <div></div> | 12% | 15% | 60% | 13% | 0% | 143/151 | |
| | Fall Window | <div></div> | 2% | 1% | 45% | 51% | 0% | | |

I-Ready Growth from BOY to EOY

| Multi | Annual Typical Growth ⓘ | Annual Stretch Growth ⓘ | % Students with | Students Assessed/Total |
|-------|-------------------------|-------------------------|-----------------|-------------------------|
|-------|-------------------------|-------------------------|-----------------|-------------------------|

| | Progress (Median) | % Met | Progress (Median) | % Met | Improved Placement | Students Assessed/ Total |
|---------|-----------------------------|-------|----------------------------|-------|--------------------|--------------------------|
| Grade K | <div><div></div></div> 91% | 44% | <div><div></div></div> 74% | 33% | 50% | 119/121 |
| Grade 1 | <div><div></div></div> 107% | 58% | <div><div></div></div> 81% | 26% | 57% | 146/152 |
| Grade 2 | <div><div></div></div> 93% | 47% | <div><div></div></div> 62% | 17% | 57% | 148/151 |

MAP



STAAR

Preliminary STAAR scores showed a drop in 3rd grade math and reading but significant improvement in 4th and 5th grade math and reading. Science remained fairly steady but very low.

| 23-24 Spring G3 Math | | | | | |
|----------------------|----------------|------------------------|-------------------|---------------------|-----------------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Overall Student Achievement |
| STATE | 393618 | 68% | 40% | 15% | 41% |
| Region 19 | 10735 | 70% | 38% | 12% | 40% |
| RSE | 88 | 69% | 31% | 11% | 37% |
| MVE | 76 | 67% | 28% | 7% | 34% |
| CTW | 111 | 60% | 32% | 5% | 32% |
| Clint ISD | 737 | 58% | 26% | 5% | 30% |
| DHE | 166 | 57% | 25% | 5% | 29% |
| WDS | 140 | 54% | 26% | 5% | 28% |
| FME | 156 | 54% | 23% | 1% | 26% |

| 23-24 Spring G4 Math | | | | | |
|----------------------|----------------|------------------------|-------------------|---------------------|-----------------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Overall Student Achievement |
| Region 19 | 10738 | 69% | 45% | 19% | 44% |
| STATE | 392741 | 67% | 44% | 20% | 43% |
| RSE | 88 | 70% | 41% | 15% | 42% |
| CTW | 112 | 68% | 42% | 10% | 40% |

| 23-24 Spring G3 RLA | | | | | |
|---------------------|----------------|------------------------|-------------------|---------------------|-----------------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Overall Student Achievement |
| Region 19 | 10729 | 75% | 46% | 19% | 47% |
| STATE | 393539 | 72% | 46% | 19% | 46% |
| RSE | 88 | 75% | 34% | 17% | 42% |
| MVE | 76 | 68% | 38% | 11% | 39% |
| CTW | 109 | 69% | 35% | 10% | 38% |
| WDS | 140 | 67% | 32% | 11% | 37% |
| Clint ISD | 735 | 65% | 32% | 11% | 36% |
| DHE | 166 | 63% | 30% | 12% | 35% |
| FME | 156 | 57% | 26% | 6% | 30% |

| 23-24 Spring G4 RLA | | | | | |
|---------------------|----------------|------------------------|-------------------|---------------------|-----------------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Overall Student Achievement |
| Region 19 | 10728 | 80% | 50% | 21% | 50% |
| STATE | 393331 | 79% | 49% | 22% | 50% |
| RSE | 90 | 78% | 49% | 20% | 49% |
| FME | 135 | 73% | 45% | 13% | 44% |

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| FME | 135 | 64% | 37% | 14% | 39% |
| DHE | 150 | 65% | 34% | 9% | 36% |
| Clint ISD | 701 | 62% | 33% | 11% | 35% |
| MVE | 69 | 65% | 22% | 10% | 32% |
| WDS | 148 | 46% | 22% | 11% | 26% |

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| DHE | 150 | 78% | 39% | 13% | 43% |
| Clint ISD | 700 | 73% | 40% | 14% | 42% |
| CTW | 111 | 72% | 39% | 14% | 42% |
| MVE | 69 | 70% | 36% | 10% | 39% |
| WDS | 146 | 69% | 32% | 12% | 37% |

| 23-24 Spring G5 Math | | | | | |
|----------------------|----------------|------------------------|-------------------|---------------------|-----------------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Overall Student Achievement |
| MVE | 72 | 90% | 69% | 22% | 61% |
| DHE | 133 | 81% | 52% | 20% | 51% |
| Region 19 | 10974 | 80% | 49% | 16% | 48% |
| STATE | 391870 | 75% | 48% | 19% | 47% |
| WDS | 151 | 77% | 48% | 15% | 47% |
| RSE | 86 | 70% | 53% | 14% | 46% |
| Clint ISD | 724 | 76% | 48% | 14% | 46% |
| FME | 141 | 75% | 43% | 8% | 42% |
| CTW | 142 | 65% | 33% | 7% | 35% |

| 23-24 Spring G5 RLA | | | | | |
|---------------------|----------------|------------------------|-------------------|---------------------|-----------------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Overall Student Achievement |
| MVE | 71 | 83% | 58% | 25% | 55% |
| DHE | 133 | 78% | 59% | 23% | 53% |
| Region 19 | 10964 | 80% | 53% | 26% | 53% |
| STATE | 393515 | 77% | 53% | 28% | 52% |
| WDS | 151 | 76% | 53% | 22% | 50% |
| Clint ISD | 721 | 75% | 49% | 21% | 48% |
| RSE | 86 | 73% | 45% | 23% | 47% |
| FME | 141 | 75% | 46% | 20% | 47% |
| CTW | 140 | 69% | 36% | 13% | 39% |

| 23-24 Spring G5 Science | | | | | |
|-------------------------|----------------|------------------------|-------------------|---------------------|-----------------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Overall Student Achievement |
| STATE | 393620 | 56% | 26% | 11% | 31% |
| MVE | 72 | 60% | 22% | 6% | 29% |
| Region 19 | 10966 | 55% | 22% | 7% | 28% |
| RSE | 86 | 50% | 19% | 9% | 26% |
| WDS | 151 | 48% | 17% | 4% | 23% |
| DHE | 131 | 48% | 14% | 5% | 22% |
| Clint ISD | 720 | 44% | 14% | 4% | 21% |
| FME | 141 | 36% | 13% | 1% | 17% |
| CTW | 140 | 34% | 5% | 1% | 14% |

For STAAR growth in 4th and 5th grade math, a majority of students made progress from their previous STAAR score. Preliminary accountability reports are predicting FME will have an A for Domain 2B: Student Growth

| Part A: Annual Growth Points | | | | | | | |
|-------------------------------|------------------------------|-------------------------------|----------------------------|-----------------------------|-------------------|---------------------|-------|
| Prior Year | Current Year Performance | | | | | | Total |
| | Low Did Not Meet Grade Level | High Did Not Meet Grade Level | Low Approaches Grade Level | High Approaches Grade Level | Meets Grade Level | Masters Grade Level | |
| Low Did Not Meet Grade Level | 30 | 39 | 21 | 10 | 5 | 0 | 105 |
| High Did Not Meet Grade Level | 15 | 26 | 22 | 16 | 23 | 2 | 104 |
| Low Approaches Grade Level | 5 | 16 | 13 | 21 | 27 | 5 | 87 |
| High Approaches Grade Level | 0 | 4 | 8 | 16 | 41 | 10 | 79 |
| Meets Grade | 0 | 1 | 3 | 9 | 62 | 41 | 116 |

| Level | | | | | | | |
|---------------------------|----|----|----|----|-----|----|-----|
| Masters Grade Level | 0 | 0 | 0 | 0 | 5 | 15 | 20 |
| Total | 50 | 86 | 67 | 72 | 163 | 73 | 511 |

Student Learning Strengths

While student achievement is lagging behind, student growth shows that students are making progress throughout the school year. Dual language data from mClass shows that students are moving along toward the district goal of true biliteracy. STAAR Growth showed that majority of students met or exceeded their STAAR growth from the previous year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are making growth, however, achievement is still lagging behind.

Root Cause: Students are not receiving proper interventions to help close the gaps.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary:

FME prepares a monthly event calendar that is sent out to all our family members on paper and is also posted on all our social media websites. Several of our teachers prepare their own weekly/monthly calendar to help keep parents informed and up to date with upcoming academic concepts for student learning and other classroom activities. This year we saw a surge of parental involvement due to our communications that was sent out in both, English and Spanish printed on paper and posted on all our social media websites. Parents have been more supportive towards our teachers efforts to teach their children, and in general their child's whole education.

FME has an outstanding team of two counselors that harmonize very well and work together to synchronize family activities, meetings, trainings, and to ensure that the campus community is well informed of our campus initiatives and goals. Both counselors are responsible for serving all our at-risk populations and to pursue different ways to bring in the local business members and the FME community to better provide and be at service of our Eagle students at FME.

FME teachers continue to meet on a weekly basis with either curriculum coaches or administration and are given time to plan together in weekly (PLC) Professional Learning Communities for 90 minutes. Texas Resource System (TRS) offers support in guiding teachers' planning and alignment to state standards across content areas. Additional supports include the leveled literacy library, subject support by district coordinators, interactive whiteboards, reading support, and data from major programs. Continued support and assistance needs to be provided to ensure fidelity to the collection and monitoring of data with the use of unit assessments and data dialogues with campus administration. Students who are struggling academically or behaviorally are provided supports through the campus Rtl committee.

The two makerspace areas have been up and running for several years. This supplemental area of learning is hands-on, providing project-based learning (PBL) opportunities for all students to grow in the content areas of math, science, technology, engineering and art. In order to provide a 21st century space for students to enhance classroom learning concepts, we will continue to purchase furniture pieces, technology components, and other supplies to build on, year after year. Our goal is to create two separate spaces that are designed for varying grade levels, PK-2 and 3-5 grades, with alignment to TEK standards in order for students to excel in the taught curriculum and ultimately on state assessments. There are plans to continue to build up the makerspace, including integrating E-sports and drones into the rotation.

This school year our two curriculum coaches have continued to support all our teachers on campus through coaching one on one, lesson preparation, modeling of lessons and providing any additional teacher requested supports. One coach was

designated Prek-5th for Math and Science and one coach was designated PK -5th grade for Reading and Social Studies. Each coach worked closely with all teachers and within their respective content areas by providing and modeling best practices for the improvement of student academic levels in all core subjects.

This past year, students were given the opportunity to participate in several extracurricular activities, including robotics, UIL, Drum Fit, Jumping Jammers, and cheer pep squad to name a few. The goal of the upcoming school year is to provide other opportunities to have students participate and feel part of the campus.

Academically, the campus has embarked on a journey of teacher and staff coaching. We began last year working with teachers more intensely to improve instruction in their classrooms. The admin team also participated in several instructional rounds where the administrators were guest teachers and taught some math lessons. As the year went on, admin learned to be more participatory in classrooms to work with both students and teachers. This change had a big positive impact on instruction. Moving into the 2024-2025 school year, we are going to continue coaching teachers. Teachers will be given the opportunity to participate in instructional rounds to observe best practices in other classrooms. Admin will work to participate more in classroom instruction.

Reading and writing will be a big focus for the upcoming school year. We plan to tie reading and writing into all subjects throughout the day to give students more reading practice throughout the day. We will also host various literacy-inspired parental activities throughout the year to involve families and show them how to work with their kids at home. The campus will continue to use AR as a means for students to compete for prizes by reading books and taking AR tests. This platform will also provide us access to online books students can access on their chromebooks.

All students from PK up to 5th grade will continue to receive a chromebook to use in the classroom. This will allow more integration of technology applications throughout the year. Teachers also have their devices, with a laptop refresh of a 3-year cycle to ensure teacher technology is able to handle the demands of a 21st century classroom.

School Processes & Programs Strengths

Program Strengths:

Lesson internalization was a big focus of PLC meetings for the past school year. Because of the implementation of HQIM (HMH for reading and Eureka for math) teachers needed more support in internalizing the lessons and ensuring parts of the lesson are taught correctly. PLCs have been reformatted to a more collaborative process to allow the sharing of ideas.

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Average daily attendance is currently at 94%. While it was an increase from the previous year, it still does not meet the district goal of 96% or better.

Root Cause: Inconsistent Follow-up on attendance concerns. Inadequate parent education on the necessity of attendance including information on compulsory attendance and the impact of absences on performance.

Perceptions

Perceptions Summary

Perception Summary:

It is the goal of Frank Macias Elementary to build a strong partnership between home and school and engage parents in their child's education. Monthly calendar, call outs, and any notices sent out were written in both, English and Spanish to better serve our community. At Frank Macias Elementary clear and transparent communication was implemented in both English and Spanish via various modes of communication, for example: via Twitter, FME Facebook page, Class Dojo, the campus marquee and paper flyers were sent home in an effort to inform all our FME community and families of upcoming school events. Frank Macias prides itself with providing great customer service and for doing great thing for and with our students. We have maintained a positive culture among staff members, by having weekly staff meetings to address concerns, take surveys, provide professional development trainings, celebrate accomplishments, etc. Our school is proud of the parent-teacher-students partnerships we have built during these past few years.

Parent training has been provided through a number of avenues for parents through counselor, CIS Coordinator, scheduled trainings with feeder patterns counselors and CIS coordinators. Due to budget cuts, we will be losing our CIS coordinator, however, we will still continue to host parent sessions. Frank Macias Elementary will continue to expand and enrich parents knowledge through literacy nights, STAAR Math and Reading nights and different parent engagement activities.

Values & Beliefs:

1. At FME all stakeholders believe that all employees are part of our family because we all add value to every student's life on a daily basis.
2. At FME we all have a belief that we can positively change and impact our students social-emotional state each day and increase their student achievement gain by one grade level.
3. At FME we will follow the district's CORE Values: (see below)

CORE VALUES

We Are

- Committed to student success as a shared responsibility among students, parents, educators, the School Board and the community.
- Learner-centered by ensuring that all students receive quality teaching and engaging instruction.
- Innovative in using global thinking and technology to empower students to become lifelong learners.

- **Nurturing** by creating an educational environment where all students are socially and emotionally supported, safe, and valued.
- **Transparent** through open communication, leadership, accountability and integrity.

Independent School District

#WeareCLINTISD

Perceptions Strengths

Communication between FME and parents has strengthened throughout the year. We post on Class Dojo and social media when urgent information needs to be sent out. Parents are quickly able to comment back and forth with admin and campus staff.

Our goal for the upcoming school year is to send information out in a more timely manner to allow parents ample time to attend school events with their children.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent are misinformed on what and how students are learning with the Math, Reading, Writing and Science contents.

Root Cause: Parents lack the skills on how to help their child at home with the Math, Reading, Writing and Science contents.