

Comprehensive Needs Assessment (CNA) DESCRIPTION

Date(s) that the CNA was ☐ Developed or ☐ Reviewed/Revised:

A comprehensive needs assessment of the entire school that is based on:

- Demographics
- Student Achievement
- Parent and Family Engagement (PFE)
- Curriculum and Instruction
- Culture Climate
- Staff
- Technology
- School Organization

Participating Stakeholders	
Name	Role
Dr. Kimberly McNeil	Principal*
Raymond Hinds	Assistant Principal / Other School Leader*
Tonya Anderson	Counselor / Other School Leader*
Tatum Giddings	Teacher*
Mondale Harris	Teacher*
Cecila RuizSaldierna	Teacher & Parent*
Caleb Reed	Community Member*
Marilyn Ayala	Community Member, Teacher & Parent*
Keindra Scott	Teacher & Parent*
Lauren Lewis	Teacher & Parent*
Joshua Lewis	Teacher*
Robert Richardson	Teacher / Former Wainwright Student
Mary Thurman	Secretary / Office Staff*
Pearl Franco	SIR / Office Staff*
To be confirmed	District Administrator*
To be confirmed	District Administrator*
This campus only has one principal.	
*Attendance is required for these roles.	

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Areas Examined

Demographics: student enrollment and subgroup/program data; economic disadvantage; English learner / bilingual status; special education and at-risk indicators.

Student Achievement: STAAR performance by subject and grade, with emphasis on mathematics; NWEA MAP growth and achievement; achievement versus expected grade-level performance.

Parent and Family Engagement: family engagement opportunities and participation where available in campus planning materials.

Curriculum and Instruction: Tier 1 instructional practices, math lesson implementation, small-group/LSAE structures, formative assessment use, and reteach/second-teach practices.

Culture/Climate: student engagement and classroom participation indicators identified through campus observations and walkthroughs.

Staff: instructional calibration, classroom observations, coaching/feedback, and professional learning needs.

Technology: use of digital instructional tools, including student usage data where available.

School Organization: PLC/data-meeting structures, intervention systems, scheduling, monitoring, and leadership follow-up.

Data Sources

TEA 2024-25 Texas Academic Performance Report (TAPR) and School Report Card information.

2023-24 STAAR results identified in the Wainwright 2025-26 School Action Plan.

2024-25 MOY NWEA MAP assessment data.

Wainwright Elementary 2025-26 School Action Plan / campus needs assessment.

Campus calibration walks and classroom observations.

HISD Instructional Review Team (IRT) feedback.

Campus instructional monitoring and data-meeting practices, as documented in the action plan.

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Strengths Identified

- The campus has demonstrated substantial improvement in overall accountability performance, moving from an F in 2022-23 to an A in 2023-24 and a B in 2024-25.
- The 2024-25 accountability profile shows stronger School Progress (88) and Closing the Gaps (91) than Student Achievement (73), indicating positive growth and gap-closing momentum.
- The 2024-25 MOY NWEA math growth percentile was 56th, indicating that students are making measurable growth even though overall achievement remains below desired levels.
- Wainwright's campus action plan documents continued growth in high-quality instruction and a commitment to consistent instructional systems.
- The campus has clearly identified instructional practices and monitoring structures that can be strengthened and scaled across classrooms.

Problems Identified

- Mathematics achievement is the most significant identified academic need. The campus action plan reports that 2023-24 STAAR performance in math was lower than ELA, with fewer students reaching Approaches and Meets in math.
- 2024-25 MOY NWEA results placed math achievement at the 36th percentile, below the desired level despite a 56th-percentile growth result.
- Classroom calibration walks, observations, and IRT feedback identified inconsistency in student-engagement strategies and in-the-moment instructional adjustments based on monitoring.
- The central challenge is converting positive growth into higher levels of grade-level mastery and sustained proficiency, particularly in mathematics.

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Root Causes

- Tier 1 math instruction is not yet implemented with sufficient consistency across classrooms to ensure that misconceptions are identified and addressed before they become learning gaps.
- Teachers need stronger and more consistent use of formative data, checks for understanding, and real-time adjustments to instruction.
- Student engagement routines and monitoring practices are not yet consistently embedded across classrooms, limiting opportunities for active participation and responsive teaching.
- Intervention and small-group structures need to be tightly connected to current student data so that reteach, second-teach, and enrichment are precisely targeted.
- The campus serves a high-need student population, increasing the importance of consistent differentiation, language supports, and progress monitoring within core instruction rather than relying primarily on intervention after gaps develop.

Three to Five Focus Areas

1. Strengthen Tier 1 Mathematics Instruction and Achievement
2. Increase Consistency of Student Engagement and Monitor-and-Adjust Practices
3. Strengthen Data-Driven Differentiation, Small-Group Instruction, and Reteach/Second-Teach
4. Sustain Academic Growth While Converting Growth Into Higher Proficiency and Closing Achievement Gaps

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Comments

Wainwright's data indicate a campus with meaningful improvement and positive growth that now needs to convert that momentum into stronger levels of grade-level achievement. The most pressing need is mathematics proficiency, supported by stronger Tier 1 instruction, consistent student engagement, and timely monitor-and-adjust practices. The campus should continue using NWEA, STAAR, formative assessment, and classroom observation data to identify misconceptions, adjust instruction, regroup students, and provide targeted reteach/second-teach support.

The CNA should be revisited regularly through PLC/data meetings and instructional walkthroughs so that progress toward the identified focus areas is monitored throughout the year. Campus-level attendance, discipline, family engagement, technology, and subgroup data should be added when available to strengthen the comprehensive picture and confirm or refine the priorities above.