

Clint Independent School District
Horizon Middle School
2023-2024 Comprehensive Needs Assessment



Board Approval Date: September 19, 2023

Mission Statement

Horizon Middle School Mission Statement: Horizon Middle school is dedicated to inspire students to take ownership of their education by creating a positive growth-mindset that nurtures them to become innovators of tomorrow and lifelong learners within our evolving global society.

District Mission Statement: The mission of the Clint Independent School District is to prepare all students to be successful citizens.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

Vision

Grow Today...Lead and Innovate Tomorrow.

Core Beliefs

All of our students will learn at grade level and beyond because our faculty and staff are dedicated to ensuring high quality instruction with the use of high quality instructional materials and we have high expectations for all.

HMS PBIS Core Values: Be Respectful, Be Responsible, Be Safe and Be Present

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Horizon Middle School currently serves 6th, 7th and 8th grade students. We are located in Horizon City and have 678 students enrolled. We are an open enrollment campus and we house the only Middle School Behavior Unit in the district. We are located in a majority Hispanic community. A little under 97% of our students are coded Hispanic/Latino, a little over 3% are coded white, American Indian, Asian, Black and/or multi race. Our campus is one of two middle schools that feed into Horizon High School. We have 415 students who are coded at risk. Horizon Middle School has 267 students who are coded LEP/BiL/ESL. Out of the 192 EL students, 37% are 6th graders, 37% are 7th graders, and 26% are 8th graders. There are 26 students who are enrolled in the 504 program which is a little under 4% of our population. We have 115 students who are being served by our SPED department which is 17% our population. We currently have 32 students who have been coded GT and 12 students who are coded to have dyslexia.

Due to our demographics, students need to increase their experiences both academically and in the real world. We need to offer interactive and engaging activities, softwares and supplies such as Play-Lu for PE, STEMScopes lab equipment and supplies, robotics, drones, makerspace and much more. We are continuing 3 programs that were implemented last year for Math (Carnegie) and RLA (MyPerspectives), and EB students (Summit K12).

Demographics Strengths

All of our ELA teachers are ESL certified to support our English Learner students. The campus is aware of the needs of the community. We send out all correspondence, such as call outs, notices, letters, and community meetings, in the native language of the parent/student. All of our SPED/EL students are serviced by certified teachers in those areas.

Horizon Middle School also employs an SEL/PBIS teacher, as well as an Intervention teacher, as well as a Technology Coach. Our SEL/PBIS teacher works to promote the campus CORE values that encourage positive behavior. Our Intervention teacher works with classroom teachers to support with instructional strategies that enhance student learning. Our Intervetnion teacher also assists with creating Interventio/tutoring days and placing students in their appropriate area. Our Tech Coach works with teachers to enhance classroom lessons, is in charge of Maker's Space, and in charge of our student-run brodcasted live morning announcements.

HMS has incorporated 4 SEL/Academic parent nights that bring in all students and parents. These are intended to enhance the relationship between the campus and parents.

75% of all teachers are AVID trained and incorporate AVID strategies in their classrooms. We are in year 6 of implementation.

Horizon Middle School has an 21st Century ACE Program funded by a grant where students can get additional tutoring, work collaboratively, and take field trips. This program targets all students that want to get involved, need some academic support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A large increase in behavioral issues such as lack of respect towards school faculty and staff, physical altercations, truancies, drug availability, and office referrals. **Root Cause:** Students need support and understanding of self-management and monitoring themselves. (peer preasure, lack of parent involvement and student awareness).

Student Learning

Student Learning Summary

Most of our students come from low income families and do not have the opportunity to experience life outside of Horizon City. It is difficult for some of our students to make connections due to their limited experiences. Students would benefit from attending field trips to broaden their knowledge and experiences. Our students are benefiting from High Quality Instructional Materials by providing students with real world connections in the classroom. The benefits of using 21st century learning platforms in the classroom fosters innovation, ingenuity, creativity and skillset development through exploration and engagement to enhance the student's learning opportunities.

HMS will use the following programs, clubs and supplements to help grow our students in multiple areas. Robotics, Maker-space, 21st Century (ACE), Family Fun Nights, AVID, tutoring, UIL, etc. We will give our teachers opportunities to learn and grow their trade through extended planning time, disaggregating data, internalizing lessons, instructional rounds and going through coaching cycles. To assist our teachers and students with their growth, we will also include the following personnel and activities: Interventionist lead teacher, Technology Coach, SEL/PBIS lead teachers, additional SPED teacher, supplies and equipment needed for activities created by these positions.

In the Spring of 2023 the campus completed a CALL (Comprehensive Assessment of Leadership for Learning) which highlighted some areas of strength for our campus but also gave the campus some areas of growth. HMS rated below the national average in the area CALL 1.1 Maintaining a School-Wide Focus on Learning which ties closely to ESF Essential Action 1.2 Focused plan development and regular monitoring of implementation and outcomes.

Interim Probability Predictions

Grade Level	Fall Approaches	Spring Approaches	Fall Meets	Spring Meets	Fall Masters	Spring Masters	Notes
6th Math		67		26		8	Shows progress and growth increase in Percentages of Approaches and Meets.
SPED		53		7		2	Shows progress and growth increase in Percentages of Approaches, Meets ,and Masters.
LEP		57		14		3	Shows progress and growth increase in Percentages of Approaches and Meets.
6th Reading		51		27		11	Shows progress in percentages of Approaches, Meets , and Master.
SPED		23		5		1	Scores dropped in Percentages of Meets and Masters, however Approaches percentage increased.
LEP		33		14		4	Shows progress and growth increase in Percentages of Approaches, Meets ,and Masters.
7th Math		32		9		2	Scores dropped in all areas
SPED		11		3		1	Scores dropped in all areas
LEP		27		4		1	Scores dropped in all areas
7th Reading		59		28		10	Percentages of Approaches, Meets, and Masters decreased compared to last year.
SPED		37		14		2	Percentages of Approaches, Meets, and Masters increased compared to last year.

Grade Level	Fall Approaches	Spring Approaches	Fall Meets	Spring Meets	Fall Masters	Spring Masters	Notes
LEP		37		14		5	Percentages of Approaches, Meets, and Masters increased compared to last year.
8th Math		35		11		2	Dropped in Approaching and meets, but slightly increased in masters. Dropped in scores compared to last years.
SPED		13		1		1	Scores stayed the same.
LEP		19		3		1	Dropped in Approaching and meets, but slightly increased in masters. Dropped in scores compared to last years.
8th Reading		58		29		13	Percentages in Approaches increased. Percentages in meets and masters decreased.
SPED		25		6		2	Percentages of Approaches, Meets, and Masters INCREASED compared to last year.
LEP		39		14		4	Percentages of Approaches, Meets, and Masters INCREASED compared to last year.
8th Algebra		83		41		17	Percentages increased in Meets and Masters but stayed the same in Approaching.
LEP		95		17		1	Percentages increased in Meets and Approaches, but decreased in Masters.
Grade Level	2020 Approaches	2021 Approaches	2020 Meets	2021 Meets	2020 Masters	2021 Masters	
8th Science							Drop from last years scores
SPED							
LEP							
8th Social Studies							Stayed Consistant caomparent to last year
SPED							
LEP							

Student Learning Strengths

Reading shows improvement in all areas of probability in the Interim of Spring on our subpopulations (SPED and EB) .HMS offers their students one hour tutoring sessions for all core classes and one thirty minute sessions for all elective classes. We also offer Saturday camps each month and 3 intersessions for students to receive remediation. AVID study groups on campus has also been incorporated to support different student populations. Writing has also been incorporated across the campus to prepare students to demonstrate their knowledge in their extended constructive response. AVID binders have been delivered to students to help with organization and notetaking skills. Reading has been implemented across campus to better develop understanding of content and making real world connections in the content.

HMS rated above the national average in the CALL survey in two areas for instruction. The first area is CALL 1.3 Integrated instructional design which ties closely to ESF Essential Action 5.4 MTSS for students with learning gaps. The second area is CALL 4.3 School resources and focused on student learning which ties closely to ESF Essential Action 4.1 Daily use of High Quality Instructional Materials (HQIM) aligned to instructional planning calendars and interim and formative assessments.

School Processes & Programs

School Processes & Programs Summary

Job Opportunities:

Job opportunities are advertised through job fairs and/or the district website. Job applicants are then screened by HR and then filtered through to the campus for review. The campus then reviews the applicants and filters as necessary to fit the job opening.

Interview Process:

Applicants are given an appointment time for an interview consisting of questions and a mini lesson (if applicable). An interview committee will determine if the campus will make a recommendation for a candidate based on the interview process. If necessary, an applicant can be called for a 2nd interview.

Post Hire:

Teachers are placed in vacancies based on teacher certification and academic strength. Teachers attend multiple job-alike trainings throughout the school year.

Support:

The district provides new employees with a week-long orientation that introduces our teachers to the programs, and resources that they have available to them. During the orientation teachers also receive support with classroom management, lesson planning, and district expectations. All new teachers to the campus are assigned a district mentor, new teachers to the profession will have their mentor for 3 years. Teachers also receive support from the campus curriculum coach, the campus interventionist, and the campus technology coach.

Each of the lead teachers support our new and existing teachers to help our teachers support their students. Our campus also offers multiple professional development opportunities and workshops throughout the year for all teachers to attend. This year our campus began learning walks with teachers who volunteered to participate. Teachers were able to see their colleagues in action and discuss “grows and glows” for our campus, focusing on student engagement.

Retention:

The campus leadership team selects teacher and employee of the month and presents the employees with plaques. Teachers receive small goodies throughout the year to show appreciation. Last year our campus created a celebration committee that recognized teachers on their birthdays and gave all teachers and staff small incentives as well. Our district also partnered up with the Three Rivers Foundation to compensate teachers for their student growth and retention. Teachers also have the opportunity to participate in the Teacher Incentive Allotment Grant (TIA). We did have one teacher earn their TIA recognition last year.

In the Spring of 2023 the campus completed a CALL (Comprehensive Assessment of Leadership for Learning) which highlighted some areas of strength for our campus but also gave the campus some areas of growth. The campus rated below the national average in in CALL 5.3 Student support services provide safe have for all students which ties closely to ESF Essential Action 3.3 Proactive and responsive student support services, CALL 5.1 Clear consistent and enforced expectations for student behavior which ties closely to ESF Essential Action 3.2 Explicit behavioral expectations and management systems for students and staff and CALL 4.2 Structuring and managing time which ties closely to ESF Lever 1 Strong School Leadership and Planning.

Curriculum:

Our ELA department is aligned through the My Perspective textbook along with research based instructional strategies (RBIS).

Our Math department uses Carnegie Learning that increases the use of manipulatives and helps students make conceptual connections.

We are in year 6 of AVID implementation. The AVID program has helped teachers with strategies for student learning such as WICOR, learning logs, reflection logs, organization. The AVID program is in line with the vision statement because it helps the campus prepare students for higher education.

Through the 21st Century Community Learning Centers grant, our campus continues the Afterschool Centers on Education (ACE) afterschool program. The students who participate in the Ace Program are given the opportunity to participate in after school extra-curricular activities such as sports, clubs, and drones. Students compete in drone competitions. Students also participate in tutoring with the support of college tutors.

PBIS:

The PBIS program has helped recognize positive behavior in students. This has had a positive effect on the campus by having students look forward to incentives. The campus has seen a shift in a positive campus environment with the focus being on positive behavior rather than solely addressing negative behavior.

SEL:

We have several family fun nights, run by the different departments, used for community engagement.

Robotics:

The Robotics program is teacher-sponsored and students compete as well.

Broadcasting:

We began our live announcements through the broadcast team that does student announcements each morning. The team is completely student-led, working with the technology coach.

Sports:

HMS added wrestling to the sports last school year. Students can also participate in soccer, volleyball, basketball, softball, baseball, track and field, tennis, and cross country. Students are eligible to participate in sports in grades 7 and 8.

Fine Arts:

HMS has a strong fine arts program and have won several awards in band, the Christmas holiday card contest for Clint ISD, All fine arts programs participate in UIL events.

UIL:

Students have the opportunity to participate in UIL competition in various events and categories.

School Processes & Programs Strengths

The campus has been consistent with the implementation of the PBIS rewards program. The campus exhibits a positive culture that is inviting, motivational, nurturing, and our actions are mirrored by the students. Faculty, staff, and students are willing to help each other out and be courteous and respectful. Teachers have received support this year through various works shops and learning walks conducted throughout the year.

New teachers are provided support through out the school year with Hawk 101 training, new teacher academy, and district coaches.

Through the CALL survey the campus rated itself higher than the national average in 4.1 Personnel Practices which ties closely to ESF Lever 2.1 Strategic planning and CALL 2.4 Summative Evaluation of Teaching which ties closely to ESF Essential Action 5.2 Building Teacher capacity through observation and feedback cycles.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Many of our students need additional support academically and emotionally through counseling and CIS staff. **Root Cause:** Root Cause A high percentage of our students are identified in the low economic status and dealing with stressors post pandemic

Perceptions

Perceptions Summary

Our campus has reinvented the PBIS program for students to receive positive reinforcement points through our Hawk Core Values HCV: Be Respectful, Be Responsible, Be Safe and Be Present. There has been some progress made with student culture however we need to continue with the program and increase teacher student relationships, teacher participation, and after school programs.

Attendance has continued to increase from the previous year. Our campus/district goal is to be at 98% and even though we have increased the attendance, we have not met the goal daily. As a campus we have tried to increase attendance by offering more student incentives to include PBIS points, attendance activities/rewards/free dress and parental meetings. Loss of credit meeting with parents and students have been and continue to be conducted by teachers and administration to address issues as they arise. Students who are below the attendance rate are targeted with plans within which they make up attendance hours with after school tutoring, intercessions, and Saturday camps.

Discipline referrals have remained consistent and have not increased due to students behavior being targeted within a timely manner.

Turnover for teachers has stayed the same, most of the staff leaving is due to promotions and retirement.

New teachers have been supported by our campus curriculum coach, administration, technology coach, interventionist, district department coordinators, and district New Teacher Academy program directors. Also, teachers on campus are provided support through professional learning communities; PLC, and targeted interventions through Hawk 101.

The campus provided community support and engagement opportunities for the parents and community through various campus meetings and events. Such engagements included attendance meetings, parental involvement engagement training, informational meetings, semester open houses, content Family Fun Nights, SEL parent meetings, annual Art Show, and a book fair. Family participation varies from low to medium for most meetings. The Family Fun night had a higher attendance than regular meetings.

Our teachers continue to receive time for planning to support our students.

To provide access to all parents, Horizon Middle School uses the following language translation procedures:

All documents are translated into the parent home language, which includes but are not limited to brochures, Power Points, letters and registration forms. Both our district and campus website have a translation feature. Horizon Middle School also provides active translation during meetings by either the presenter translating as they go or by issuing head phones to parents so they can hear a translator during the meeting. When information is sent out through the mass notification system, it is sent in both English and the parent's home language.

Perceptions Strengths

The teacher mentoring programs have been a strength of ours as they have been available to teachers at multiple levels throughout the district on-site as well as the district level. These programs allow multiple avenues for teachers to access assistance.

Our district and campus had access to Chromebooks and hotspots readily available to all our students which in turn allowed for our students to begin the year on time.

In addition, the administration had the necessary resources such as the SRO, CIS, counselors, teachers to do home visits and reach out to any students or community members that were struggling with various issues.

Most mentees that have interned on our campus have been hired by the district for permanent teaching positions.

The campus has had a higher participation rate in our Sun Shine account that has allowed us to celebrate our employees more.

There was a significant increase in our students participating in our athletic programs which also motivates them to increase in their academics as well.