

Fort Bend Independent School District
Hunters Glen Elementary
2024-2026 Comprehensive Needs Assessment



Mission Statement

Fort Bend ISD Mission: Fort Bend ISD exist to inspire and equip all students to pursue futures beyond what they can imagine.

Hunters Glen Elementary Mission: Hunters Glen Elementary students are inspired to work towards achieving personal excellence, which leads to becoming productive citizens in our society.

Vision

Fort Bend ISD Vision: Fort Bend ISD continuously improves teaching and learning by developing effective staff and building scalable systems.

Hunters Glen Elementary Vision:

To establish a culture that encompasses collective efficacy, intentional scaffolding, and meaningful relationships that promote academic success.

Value Statement

The vision of Hunters Glen Elementary is to encourage, engage, and motivate ALL students to exemplify behavior and academics that leads to success.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Overview and Process including PFEP.

Our needs assessment process began May 8th, 2024 after many data points were collected. The team was comprised on our CPAC Committee members as well as members that were a part of our district team. Members of our team are listed below. Their voices and input were very instrumental to the development of the plan. The plan was developed starting in May of 2024 throughout the month of June. The team met to view various data sources that captured the campus as a whole in regards to achievement, perceptions/processes, etc. Once those sources were analyzed, the team in small focus groups drilled deeper to identify strengths and needs. Once a comprehensive list was developed, it was determined which items to focus on that would have a major impact on the success of HGE. The top needs from there were analyzed using the problem statement that was found. The problem statement allowed the team to have discourse around possible root causes around the problem statement. Once fully completed and approved the team will post the website on our main school page making it accessible to parents and community. The committee also took an opportunity to discuss and revise the Parent and Family Engagement Policy as well as compact. This allowed the team and input from teachers and parents to discuss the roles of all stakeholders involved in students' learning and revising how parents can support their child at school as well as how teachers can ensure adequate communication towards parents is open and relevant. This is routine for the campus. The building principal and parent educator collaborate often to discuss next steps and a plan of action for parents. They also collaborate and implement the TPAC process to ensure the needs of the family is being met and that parents have a voice in their child's learning.

Title 1 Night Meeting Dates: Fall: September 7th and Spring March 7th, 2024

TPAC Meeting Dates: May 8th and May 15th, 2024 both held at 7:30am to afford parents an opportunity to attend as well report to their place of employment at the same time.

Parent and Family Engagement Policy was distributed to families on September 7th and later sent out via email. The policy was in both English and spanish to meet the needs of the various subpopulations.

TEAM MEMBERS

Lavanta Williams	Principal
Tiffany Williams	Assistant Principal
ShawnDreka Clemons	Associate Principal
Helen Boit	District
Kalethia Ratcliff	District

Lavanta Williams	Principal
Kaitlyn Michalec	Business Partner
Robyn Ivery	Parent
Giorgette Ephriam-Reed	Math Coach
Yecenia Hernandez	5th Teacher
Mario Hornsby	4th Teacher
DeKari Courtney	4th Teacher
John Needem	ABL Teacher
Candice Howard	Literacy Interventionist
Margarett Donaldson	Reading Coach
Barbara Ozaine	Executive Assistant
Robyn Dubose-King	ADA Clerk
Lorrie Giles	Paraprofessional
Emerald Spriggs	2nd Teacher
Jessica Mahoney	3rd Teacher
Natasha Mack	5th Teacher
Janea Martin-Christmas	Parent Educator
Jessica Beard	Paraprofessional
Avauna Carson-Walker	Restorative Teacher
Sharon Williams-Jackson	Counselor
Mikole Montgomery	Community

Lavanta Williams	Principal
Stephanie Brown	Community
Monica Riley	Community
Rolanda Glover	Community
Homer Stewart	Business
Edward Brown	Business

Demographics

Demographics Summary

Campus Vision: To build an inspiring culture of learners through self-reflection, collaboration, and innovation that will foster student and staff growth.

Summary: HGE has continued to increase in enrollment each school year. Hunters Glen's mobility rate decreased by 2% as of the 23-24 school year. With each school year we have added students from Hispanic American and Special Education as well. Hunters Glen Elementary serves 85% economically disadvantaged students with a campus attendance rate of 95% which currently has 66 2nd graders, 69 3rd graders, 56 4th graders and 57 5th graders. Our classroom room sizes are reasonable. Our typical classroom has 3 teachers with the emphasis on a family atmosphere. About 1% of our population is GT. We're working on increasing that number through our district's VISTAS Program. We also ensure we have enrichment programs for students who are in need. 24% of our student population is Sped with 2% being a part of our 504 program. Our students receive various accommodations of support and teachers work to ensure all our students are a part of the emergent bilingual program. Teachers receive professional development to support meeting the needs of our varied sub-populations. We have community members and district members visit, meet and support students on campus during this program. They meet every Monday and students are excited to visit and share their thoughts. We have various programs to ensure they are well-rounded such as Art club, Student Council, NEHS, Girls on the Run, Coda Violin and many others. Our student population truly enjoys school for the hard work they exhibit on a daily basis.

Possible Evidence Sources:

- Attendance
- At Risk
- CCMR Enrollment
- Campus Enrollment/Mobility
- Staffing Ratios
- PLC structures/frequency
- Use of PLC protocols
- Dropout/Graduation rate

Percentage in Attendance Comparison by Ethn, Gender, Grade and Special Pop During 2023 - 2024

	Reporting 2023-2024	Reporting 2023-2024	Reporting 2023-2024	Reporting 2023-2024	Reporting 2023-2024	Reporting 2023-2024	PIA - Cumulative 2023-2024
All Students	96.4%	95.6%	94.1%	93.9%	95.1%	95.0%	95.0%
Ethnicity							
Hispanic/Latino	96.0%	95.5%	94.0%	94.3%	94.9%	94.6%	94.8%
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	96.0%	92.6%	90.5%	-	-	-	93.2%
Black or African American	96.6%	95.7%	94.3%	93.8%	95.1%	95.0%	95.1%
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	97.7%	95.6%	95.2%	98.6%	96.8%	99.3%	97.2%
Two or More Races	89.8%	92.6%	89.7%	89.7%	94.1%	94.3%	91.9%
Gender							
Male	95.9%	95.5%	94.1%	93.8%	94.6%	94.2%	94.7%
Female	96.8%	95.6%	94.1%	93.9%	95.4%	95.7%	95.2%
Grade							
2nd	95.1%	94.3%	94.3%	94.4%	95.0%	96.5%	94.9%
3rd	96.1%	95.5%	95.0%	94.5%	96.3%	94.3%	95.3%

4th	97.3%	95.8%	93.3%	92.5%	92.5%	93.1%	94.0%
5th	97.1%	96.8%	93.6%	93.9%	96.2%	96.1%	95.6%
6th	-	-	-	-	-	-	-
7th	-	-	-	-	-	-	-
8th	-	-	-	-	-	-	-
9th	-	-	-	-	-	-	-
10th	-	-	-	-	-	-	-
11th	-	-	-	-	-	-	-
12th	-	-	-	-	-	-	-
Special Population							
At Risk	96.4%	94.8%	94.2%	92.9%	96.4%	95.1%	94.9%
Early Reading Indicator	95.8%	94.9%	94.2%	93.3%	94.9%	96.8%	94.9%
Economic Disadvantage	96.1%	95.4%	94.1%	93.6%	94.7%	94.8%	94.7%
Emergent Bilingual	96.3%	97.2%	92.2%	92.3%	96.3%	95.6%	94.9%
Foster Care	-	-	91.7%	100.0%	100.0%	100.0%	97.5%
Gifted and Talented	97.5%	96.3%	92.0%	96.0%	98.4%	81.6%	93.2%
Homeless Status	93.3%	93.0%	95.5%	90.0%	96.1%	96.9%	94.2%
Migrant	-	-	-	-	-	-	-
Military Connected	95.6%	98.1%	96.2%	98.3%	97.7%	94.8%	96.8%
RDSPD	-	-	-	-	-	-	-
Section 504	96.9%	97.5%	92.0%	87.4%	95.2%	97.3%	94.2%
Special Education	95.5%	96.0%	94.3%	94.3%	95.3%	94.4%	94.9%
Unaccompanied Youth	100.0%	100.0%	97.7%	92.0%	100.0%	98.9%	98.1%

Summer Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses

	2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024		
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
(079907122) - Hunters Glen EL	402	456	88.16%	354	424	83.49%	217	244	88.93%	231	264	87.50%	233	273	85.35%
(079907) - Fort Bend ISD	402	456	88.16%	354	424	83.49%	217	244	88.93%	231	264	87.50%	233	273	85.35%

Discipline Action Summary

Discipline Action Group Summary 2024 for All Campuses

District/Campus	Student Group	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent	DAEP Actions	DAEP Students	DAEP Percent	JJAEI
(079907122) - Hunters Glen EL	All	273	5	4	1.47%	5	4	1.47%	0	0	0.00%	0
(079907122) - Hunters Glen EL	Asian	1	0	0	0.00%	0	0	0.00%	0	0	0.00%	0
(079907122) - Hunters Glen EL	Black or African American	212	3	3	1.42%	4	3	1.42%	0	0	0.00%	0
(079907122) - Hunters Glen EL	Hispanic/Latino	45	0	0	0.00%	0	0	0.00%	0	0	0.00%	0
(079907122) - Hunters Glen EL	Two or More Races	10	2	1	10.00%	1	1	10.00%	0	0	0.00%	0
(079907122) - Hunters Glen EL	White	5	0	0	0.00%	0	0	0.00%	0	0	0.00%	0
(079907122) - Hunters Glen EL	Female	147	2	2	1.36%	4	3	2.04%	0	0	0.00%	0
(079907122) - Hunters Glen EL	Male	126	3	2	1.59%	1	1	0.79%	0	0	0.00%	0
(079907122) - Hunters Glen EL	Special Education - Summer	78	2	1	1.28%	2	2	2.56%	0	0	0.00%	0
(079907122) - Hunters Glen EL	Economic Disadvantage - Fall	206	1	1	0.49%	2	2	0.97%	0	0	0.00%	0
(079907122) - Hunters Glen EL	Economic Disadvantage - Summer	233	4	3	1.29%	3	3	1.29%	0	0	0.00%	0
(079907122) - Hunters Glen EL	At Risk - Fall	49	0	0	0.00%	0	0	0.00%	0	0	0.00%	0

(079907122) - Hunters Glen EL	ESL - Fall	10	0	0	0.00%	0	0	0.00%	0	0	0.00%	0
(079907122) - Hunters Glen EL	Section 504 - Summer	6	0	0	0.00%	0	0	0.00%	0	0	0.00%	0

Discipline Campus Student Counts for Disciplinary Actions for Years 21-22, 22-23 and 23-24 and (079907122) - Hunters Glen EL

Disciplinary Action Codes

Campus	2021 - 2022	2022 - 2023	2023 - 2024
079907122 - Hunters Glen EL	10	4	
Total Students	10	4	

Demographics Strengths

Strengths:

- Hunters Glen Elementary is a campus that is beginning to grow in size each school year due to servicing diverse student populations.
- Diverse campus with a variety of needs
- Teachers respect diversity and are currently on instilling that within students as well
- Mobility rate has decreased from the previous year.
- Family oriented atmosphere
- Incentive system that's tailored to demographics

Area of Focus:

- Ensuring each student has someone they could connect with
- Ensuring students have an active voice in processes
- Focus on appreciating various cultures
- Decrease discipline regarding high need infractions such as bullying
- Giving students relevant experiences beyond the classroom
- Support social and emotional concerns as they arise

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hunters Glen Elementary attendance does not meet the district and campus goal consistently. **Root Cause:** Hunters Glen Elementary is a neighborhood school and parents do not always have options to bring the students mobile transportation during inclement weather or other outside forces.

Student Learning

Student Learning Summary

Vision: To build an inspiring culture of learners through self-reflection, collaboration, and innovation that will foster student and staff growth.

Summary: HGE has created a positive culture where students are rewarded academically and socially, and it impacts student behavior in a positive light. Professional Developments are needed for our teacher apprentices with classroom management to support the disturbances occurring during class instruction. Teachers are implementing a variety of effective strategies to increase student learning within literacy. While these strategies are taking place, there has been a noticing of students having challenges with fluency. Interventions and tutorials for decoding and gaining phonemic understanding are needed to support student reading fluency/ struggling readers. Students are still focusing on the foundational skills in most instances. They will continue to need intervention support in ELAR, Math, and Science. We've seen a tremendous amount of growth in grade levels. 4th Math has been somewhat of a challenge. This cohort has however made progress from 3rd transitioning over to 4th grade. Grade levels will be in need of instructional materials and resources to support solid instruction in class. Funding will be needed to provide teachers with resources needed to purchase. Students will benefit from off campus experiences that such as field trips to relate to real-world and identify the relevance in what they're learning in ELAR, Science, Math and Social Studies. Often times ancillary also support the main instruction and will need resources to do so for Art, PE, Library, Music and ABL. It truly takes the ability of all the teachers and their knowledge to continue to find meaningful and innovative ways to close the academic learning gap. Our campus has also had challenges around funding that prevented in some instances resources to fully support our sub-populations. Our Special Education sub-pop could use more activities, resources and programs as well as teacher instructional materials to ensure they have equitable access to the curriculum as others. This is also true for our GT and ELL population as well. Though they have all shown a tremendous amount of progress having those supplemental high quality items would move them along further and support the teachers of record.

STAAR Data

2023	2024
3rd Reading- 70%	3rd Reading- 79%
4th Reading- 74%	4th Reading- 87%
5th Reading- 75%	5th Reading- 94%
3rd Math- 54%	3rd Math- 75%
4th Math- 77%	4th Math- 65%
5th Math- 81%	5th Math- 90%
5th Science- 79%	5th Science- 85%

STAAR Interim Data	Grade Levels
ELAR	3rd Grade: 65% 4th Grade: 58% 5th Grade: 93%
Math	3rd Grade: 51%. 4th Grade: 20% 5th Grade: 86%

STAAR Interim Data	Grade Levels
Science	5th Grade Science: 80%

REN Reading Data is attached to addendum

Additional STAAR Data

STAAR 3-8 Academic Performance All Administration for (079907122) - Hunters Glen EL

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Mathematics																						
Academic Readiness - Did Not Meet	119	87	62	73	70	75	0	56	49	47	40	52.42%	43.28%	30.39%	36.32%	35.90%	41.44%	-	52.34%	29.52%	29.01%	23.39%
Academic Readiness - Approaches	112	114	148	140	130	112	0	51	117	115	131	49.34%	56.72%	72.55%	69.65%	66.67%	61.88%	-	47.66%	70.48%	70.99%	76.61%
Academic Readiness - Meets	72	38	52	63	41	52	0	12	71	51	71	31.72%	18.91%	25.49%	31.34%	21.03%	28.73%	-	11.22%	42.77%	31.48%	41.52%
Academic Readiness - Masters	20	13	20	30	16	23	0	5	26	11	14	8.81%	6.47%	9.80%	14.93%	8.21%	12.71%	-	4.67%	15.66%	6.79%	8.19%
Total Tested (Non-Duplicate Count)	227	201	204	201	195	181	0	107	166	162	171	-	-	-	-	-	-	-	-	-	-	-

Reading																						
Academic Readiness - Did Not Meet	134	81	78	74	79	77	0	49	33	44	24	58.77%	40.10%	38.24%	37.00%	40.51%	42.78%	-	45.79%	19.88%	26.99%	13.95%
Academic Readiness - Approaches	98	135	135	137	120	110	0	58	133	119	148	42.98%	66.83%	66.18%	68.50%	61.54%	61.11%	-	54.21%	80.12%	73.01%	86.05%
Academic Readiness - Meets	58	44	66	70	55	53	0	25	83	47	82	25.44%	21.78%	32.35%	35.00%	28.21%	29.44%	-	23.36%	50.00%	28.83%	47.67%
Academic Readiness - Masters	15	21	27	32	14	22	0	9	47	10	31	6.58%	10.40%	13.24%	16.00%	7.18%	12.22%	-	8.41%	28.31%	6.14%	18.02%
Total Tested (Non-Duplicate Count)	228	202	204	200	195	180	0	107	166	163	172	-	-	-	-	-	-	-	-	-	-	-

Science																						
Academic Readiness - Did Not Meet	42	38	18	40	34	33	0	12	12	11	8	55.26%	63.33%	26.09%	59.70%	47.22%	53.23%	-	37.50%	21.43%	21.15%	15.38%
Academic Readiness - Approaches	34	22	51	27	38	29	0	20	44	41	44	44.74%	36.67%	73.91%	40.30%	52.78%	46.77%	-	62.50%	78.57%	78.85%	84.62%
Academic Readiness - Meets	13	5	24	10	9	17	0	4	21	17	14	17.11%	8.33%	34.78%	14.93%	12.50%	27.42%	-	12.50%	37.50%	32.69%	26.92%

Meets																						
Academic Readiness - Masters	4	4	5	3	1	1	0	1	6	4	8	5.26%	6.67%	7.25%	4.48%	1.39%	1.61%	-	3.13%	10.71%	7.69%	15.38%
Total Tested (Non-Duplicate Count)	76	60	69	67	72	62	0	32	56	52	52	-	-	-	-	-	-	-	-	-	-	-

Circle and T-KEA data for PreK-1 grade will be found under HGE-ELC CNA/CIP Plan

Student Learning Strengths

Strengths:

- Small group instruction, learning farm usage, guided reading, read alouds, Literacy Night
- 5th grade overall did well in all content areas with even more gains than the previous year.
- Much growth was made in 5th grade Reading and Math
- 5th Grade Science achievement grew by 7%

Challenges/Needs:

- Continue to align general ed and sped instructional opportunities and check-ins.
- More hands on learning is needed
- More instructional resources are needed for teachers to support their instruction
- Students need real-world experiences to make true connections
- There are still a number of students that need support with reading and on level based on REN Data
- Math data shows that students need more support with basic math foundational concepts, algebraic reasoning and problem solving

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are struggling with reading fluently. **Root Cause:** Teachers struggle with consistency in small group and phonics instruction as a part of the instructional model for literacy.

Problem Statement 2: The campus is in need of more instructional resources/materials, supplies and targeted programs to ensure student academic growth continues to occur in our varied sub-populations such as special education, gifted and talented, emergent bilingual and the general population. **Root Cause:** There is a lack of funding provided to the campus for support and establishing a PTO has been a struggle; therefore, purchasing materials and resources that are needed has been limited.

School Processes & Programs

School Processes & Programs Summary

Summary: Many teachers were new this year and some were instructional apprentices. Everyone was very eager to provide support and close gaps regarding our student population. We still needed instructional support to ensure best practices and assessments were aligned to the scope and sequence. We implemented several programs to maintain student engagement as well as ways to keep students motivated and rewarded for a job well done. We feel that more training is needed in implementing the learning model. This will also ensure everyone is teaching the full curriculum and using the instructional model to ensure balance of components. Our health and wellness plan is to ensure students are knowledgeable of safety and health practices that can be implemented both at home and school. We will continue to conduct wellness events that address students physical as well as social emotional needs. We would like to continue to keep our campus trauma informed to support students through the issues they may encounter. We will continue to also work closely with our ABL teacher to ensure students are moving and learning. This is another way to increase physical movement of the students across the grade level.

Challenges:

- Communication regarding parental resources, curriculum, and how we communicate
- Discipline protocol
- Documenting behavior and SPED population
- Dismissal and Late Duty consistency, protocols, and accountability
- Recess/Lunch Duty
- Regarding health and wellness 41% of our student population feel that they engage in mindfulness or stress reducing moments.

School Processes & Programs Strengths

Strengths:

- Assessments
- Planning
- Labs
- Data Analysis
- 51% of our students stated that our school helps them understand how to be health.
- 61% of the student population stated that the school allows them at least 20 minutes to eat lunch while 50% of the students in the targeted grade levels stated that physical activity is included during class time.
- Students feel that our school emphasizes engaging in physical activity. (55%)

Engagement

- PBIS with interactive games and activities
- Career Days
- Attendance incentives and requirements for engagement activities
- Tutorials: morning, after school, Saturday
- Clubs: CODA, GOTR, NEHS, Girl/Boy Scouts, PALS
- Visitors
- Celebrations
- Safety Patrol

- Data
- Community: PALS/Marshall HS
- Teacher support
- Counseling support: Weekly Fall group meetings for upper grade levels
- Events: Parades, Fairs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The instructional models are not being used or followed consistently and with fidelity. **Root Cause:** We have several new teachers on campus and/or teachers with less than 3-5 years of experience and they require additional instructional support.

Problem Statement 2: There is a need for social emotional support, problem solving through challenging situations and understanding self-care and needs is essential. **Root Cause:** More education for stakeholders is needed around ways to support self and others to ensure needs are met in a timely fashion.

Problem Statement 3: Parents don't always stay abreast of what and how their children are learning it varies by grade levels. **Root Cause:** A consistent communication tool and schedule are both needed in order for teachers and parents to effectively communicate.

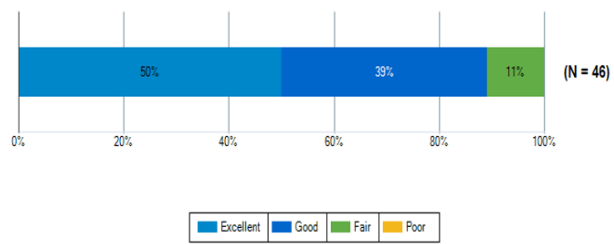
Perceptions

Perceptions Summary

Summary: Overall, parents are very content with Hunters Glen Elem. They know the vision of the school and where the campus is going. Our front office area is very warm and welcoming and invites parents to help them to be a part of the system. The community believes in the campus and all stakeholders do as well. The community believes in the campus and all stakeholders. Fairness is important to both the students and parents. Parents would like to know in advance about the campus happening/events so they in turn can support their child’s education. Regarding behavior, parents would like to see more done around bullying. We need to educate all stakeholders on what bullying is and how it is documented and handled.

Parent Survey Example

QHow would you rate the overall quality of your child's school?



Hunters Glen Elementary Student Defense Codes

OFFENSE_DESC	COUNT_OF_DISTINCT_INCIDENT
Bullying	3
Derogatory Statement	6
Disrupt Behavior	11
Disrupt Education Environment	1
Fighting/Mutual Combat	1
Horseplay	3
Inappropriate Physical Contact	21
Insubordination	1
Non DAEP, Terroristic Threat	1
Referral Dismissed	7
Safety Rule Violation	2
Serious Offense	1

Serious Offense	1
Teacher Referral	1
Terroristic Threat	1
Use of Telecommunication Devic	1

Perceptions Strengths

Based on our student engagement survey results the following occurs:

Strengths:

- Fair Treatment
- Parents/Community is aware of campus vision
- Parents/Volunteer; this lets them know that we have an open-door policy.
- Positive response from residents and community leaders: Campus is welcoming, hospitable and engaging.
- Safety plan and practices are a strength
- Student survey suggested that overall behavioral engagement is up by 4.3%
- Our student overall cognitive engagement survey is up by 1.3%
- Overall emotional engagement is up by 0.6%
- Regarding behavioral engagement
- Regarding Teacher-Student Relationships our students feel that our school is safe is up by 10.3% and they like talking to the teachers is up by 6.6%
- Students feel that other students respect what they have to say which is up by 5.6% and that other students at the school like them the way they are is up by 2.4%
- Regarding Family Support for learning we're up by 2.9% regarding wanting students family want them to keep trying when things are tough as school and that there family is there for them when needed.
- Students have aspirations for reaching future goals and there are many chances for them to reach their future goals.
- Students are intrinsically motivated only if their teachers give them a reward which is up by 13.5% and their parents reward them by 6.6%.

Challenges:

- Teachers successfully show students how lessons relate to life outside of school.
- Building relationships so students can feel there is someone for them to go to.
- Ensure PD is intentional to support the needs of the students.
- Ensure parents are involved in school events in a timely fashion/manner.
- Bullying is not addressed in a timely manner.
- More peer support for learning is needed, it's down by 1.2% compared to the previous year.
- Most students felt that they went without reading materials based on survey results and its up by 11.9%
- Our students felt that teachers care about them as a person and not just as a student is down by 3.5% as well as feel that the rules are fair is down by 0.4%
- In respect to the student survey with an emphasis on peer support for learning we are down by 0.9% under student enjoy talking to the students on campus and down 0.2% regarding them having friends at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of systems and processes from teachers when addressing discipline in the school. **Root Cause:** Alignment between classroom discipline processes and campus discipline processes are needed in order to effectively implement PBIS strategies

Problem Statement 2: There are some challenging or unwarranted behavior that impacting student's scores and student achievement. **Root Cause:** Teachers/teacher apprentice (s) can benefit from professional development as it relates to classroom management. Also, once systems are in place... more checks and balances to ensure the systems are being utilized and assess how they're working.