

# CAMPUS NEEDS ASSESSMENT

Academic Year 2023-2024

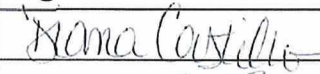

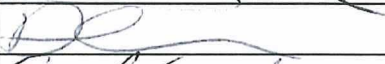
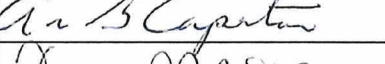
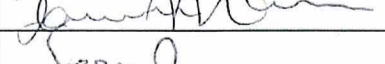










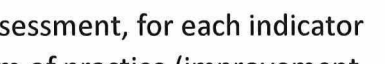
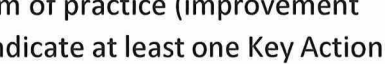
School: Pilgrim Academy

Meeting Location: School Conference Room and MS TEAMS.

Date: Wednesday October 25, 2023

Time: 4:30 \_\_\_\_\_

**Committee Setup:**

Name	Title/Position	Signature
Diana Castillo	Principal	
Paul Gonzales	Assistant Principal	
Lidia Cavanaugh	Teacher	
Diana Chicas	Teacher	
Ana Caperton	Teacher	
Hannah McWilliams	Teacher	
Jeri Jans	Teacher	
Oscar Abarca	Teacher	
Ariel Shannon	Teacher	
Idonnah Manzala	Teacher	
Colin Fortune	Teacher	
Preston Powell	Teacher	
Nanci Rodriguez	Teacher	
Miguel Jacquez	Community Member	
Homeira Irani	SpEd Chair	
Evelyn Vazquez	Parent	
Sandra Taylor	Parent	

**Minutes:**

Based on the committee's outcomes from the campus needs assessment, for each indicator below please enter a summary, the strengths found, the problem of practice (improvement area) and the root cause found to be the cause/problem. Plus, indicate at least one Key Action for each indicator to include indicators of success, and specific actions.

# STUDENT ACHIEVEMENT

Student Achievement Summary
<p>Pilgrim Academy students in grades 3-8 were assessed in Math and Reading using STAAR. According to released data, our students showed progress towards meeting school and district goals. Out of the 622 students that were evaluated in English Language Arts and Reading, 237(38.10%) did not meet, 190 students scored Approaching (30.55%), 144 students scored Meets (23.15%), and 51 students (8.20%) Mastered.</p> <p>For Math, 627 students at Pilgrim took the exam and of that total, 197 (31.42%) Did Not Meet state standards. 186 students (29.66%) scored Approaches, 164 students (26.16%) scored Meets on the exam, and 80 students (12.76%) scored Masters on the exam.</p> <p>In the previous year, Pilgrim Academy percentages were 32% Did Not Meet, 28% Approaches, 31% Meets, and 9% Masters in ELAR. For math, our percentages were 26% DNM, 32% Approaches, 23% Meets, and 19% Masters.</p> <p>This data reflects a 6% increase in DNM, 1% decrease in Approaches, 8% increase in Meets, and a 1% increase for Masters in ELAR. The scores for math reveal a 5% increase in DNM, a 3% increase in Approaches, a 3% decrease in Meets, and a 7% decrease in Masters.</p> <p>Pilgrim is currently awaiting our accountability ratings for 2022-2023. By our calculation, we will receive a C rating. This is lower than our previous years rating of a B. Where our school will normally have high ratings for School Progress, it's our results in Student Achievement and Closing the Gap that have historically been where we want the most improvement.</p> <p>Our youngest scholars have taken Circle and TXKEA to assess their progress throughout Pre-Kindergarten and Kindergarten respectively. Our students have always shown substantial growth from Beginning of Year testing to End of Year testing.</p>
Student Achievement Strength
<p>Pilgrim Academy has prided itself on the progress we make with our students. We show growth in academic achievement in every grade. Math is where we see our best scores. Our large population of emergent bilingual students have managed to overcome language barriers and make considerable progress in STAAR Math and Algebra. We also see a smaller but positive growth in our Meets and Masters for ELAR. These growths are all due to the tireless work of our teachers and interventionists.</p>
Problem of Practice
<p>Pilgrim is not without its challenges, and we acknowledge where we can work to improve student achievement. We do see an increase in the number of Did Not Meet for both Math and Reading. Within those numbers are our Students in Special Education served in a General Education setting. While we are doing our best to ensure they are getting the support they need, we must take additional steps to guarantee their success.</p>
Root Cause
<p>For our Students in Special Education served in a General Education setting, tutoring and small grouping has been effective but not enough to see the growth and achievement we know our scholars can accomplish. More intervention is needed to help close the gap.</p>

	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>Improve mainstreamed Special Education Student performance across Reading and Math Curriculum</p>
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**Indicators of success** (*Measurable results that describe success.*)

17% of our Campus Special Education population will MEETs Grade Level or above in Reading in STAAR & 21% of our Campus Special Education population will MEETs Grade Level or above in Math in TEA Interim Examination. This percentage will be 19% and 23% respectively by Spring STAAR 2024.

20% of our Main Streamed Special Education Students will be meeting grade-level standard as evidenced by our Winter 2023 Map MOY. This percentage will be 25% by Spring 2024 MAP EOY.

20% of Mainstreamed Special Education Students will work through on grade level content as evidence through monthly reports via ZEARN, Summit K-12, MATHIA, & I-Ready by December 2023. This percentage will increase to 25% by Spring STAAR 2024.

100% of IEPs will be implemented and utilized in classrooms and interventions to support mainstreamed Special Education students for the 2023-2024 school year.

**Specific actions – school leaders** (*What specific action steps will the building leaders take to accomplish the objective?*)

The leadership team, H. Irani (SpEd Chair), and A. Cardona (SpEd Clerk) will conduct professional development surrounding IEP implementation, accommodation, and supports during August PD.

D. Castillo (Principal), R. Davis (Pre-Kinder- 2), J. Dubbelde (3-5), C. Hua (MS), T. Davies (MS), P. Gonzales (Pre-Kinder- 2), G. Barrientos (3-5) will create a Special Education tutoring program centered around Sped-certified teachers and lower (K-2) teachers by September 18.

D. Castillo (Principal), R. Davis (Pre-Kinder- 2), J. Dubbelde (3-5), C. Hua (MS), T. Davies (MS), P. Gonzales (Pre-Kinder- 2), G. Barrientos (3-5), A. Ramirez (Kitchen Manager), L. Moreno (Plant Manager) will create 6 Week Special Education Cycle tutorial calendars to accommodate students & teachers based on student learning levels and proficiency.

D. Castillo (Principal), R. Davis (Pre-Kinder- 2), J. Dubbelde (3-5), C. Hua (MS), T. Davies (MS), P. Gonzales (Pre-Kinder- 2), G. Barrientos (3-5) will review data reports during PLCS to determine future intervention.

Appraisers and H. Irani (SpEd Chair), will Monitor IEP implementation in gen. ed classrooms as evidenced by walkthroughs.

**Specific actions – staff** (*What specific action steps will the staff take to accomplish the objective?*)

James (Resource), C. Manning (Resource), and general education teachers will review student IEPs, BOY and 2023 STAAR data to determine intervention frequency during August PD

Based on data, general education teachers will strategically group students and begin accelerated instruction by September 18

General education teachers will use Summit K-12, MATHIA, ZEARN, and I-Ready with integrity during daily intervention blocks, and review and provide monthly usage reports to leadership team.

General education teachers will attend Summit, K-12, Mathia, ZEARN, I-Ready PD to support student mastery goals throughout the school year.

100% of teachers will document accommodations for Special Education Students through

PowerSchool

General education teachers will meet with appraisers to review walkthroughs and implement feedback pertaining to IEP implementation.

## CAMPUS CULTURE AND CLIMATE

### Summary

Our campus culture is built upon three tenants: connections, kindness, and respect.

**Connection:** Pilgrim's connections to its families are multi-generational. Pilgrim has seen every family member enroll in our school, and then their children will come as well. Pilgrim welcomes each new child into families and celebrates graduations, both high school and college, with them. The staff has been invited to weddings, quinceaneras, and sadly, funerals. This is because our kindness and care stretch far beyond the classrooms. These connections also run throughout the school. The school is a family, and we look out for one another. The campus has had teachers leave Pilgrim, only to return stating that they realized how much this school family is a solid foundation in their lives.

**Kindness:** Kindness is king at Pilgrim Academy, and the school does its best to let everyone connected know it. Pilgrim cares for our community by giving them its best. The Leadership selects dedicated, highly effective teachers that understand that children learn best from those that show they genuinely care. Teachers provide educational support to our students through tutorials, Saturday school, pullouts, and intervention blocks. Pilgrim also provides non-educational supports through our wraparound program. Through that program, Pilgrim has given families and staff: clothing, food, rent assistance, utility assistance, and other needs.

**Respect:** Lastly, respect is something Pilgrim Academy freely gives to all our stakeholders. The school leadership respects the hard work and dedication of all the teachers and staff. It is because of their fierce determination to the students that Pilgrim has been so successful. Pilgrim acknowledges its brightest teachers with Teacher of the Year awards, along with our various teacher appreciation events throughout the year. For the students, Pilgrim Academy ensures that they are given the respect and support they require to be successful. This respectfulness is a large part of why the school's behavior incidents are low. Pilgrim also has had its first student come back as a student teacher. This solidifies the importance of respect at our campus.

Pilgrim has always had staff members dedicated to student success. We have a full-time counselor on our team who supports both our students and staff with social and emotional challenges.

**Staff Culture:** staff culture is positive due to the various campus events designed to foster camaraderie between all teachers and staff. Examples would be the school's Halloween Costume Contest, Chili Cook-Off, Salsa Competition, and Holiday Party.

We have had Principal Castillo on our campus for over sixteen years, and she is the cornerstone of our school culture. The staff shares her vision of caring and compassion for our students and families, and it has given us a multitude of proud moments.

Social and Emotional Learning: At our school we care about empowering our students to manage their minds and regulate their emotions. We support them in building courage and self-compassion. We give them tools that help them tackle life's challenges while feeling resourceful, courageous, and confident. Our students know how to fail forward. They learn from their mistakes and have their own back when they experience hardship. We believe learning about the mind management skills is as essential to living a successful life as the academic skills.

Our school counselor Ms. Parker is a full-time member of our team. She is a great asset in fostering and promoting a growth mindset in the community.

**Strength**

Since our school values teaching and promoting "growth mindset", our students learn how to fail forward: they don't allow mistakes keep them stuck in a fixed cycle of shame and disempowerment. Mind management tools will continue to help our students not just during their experience at Pilgrim Academy, but in their entire lifetime moving forward. The shift they make will impact not only them, but the next generations to come.

**Problem of Practice**

Currently, the students who need the counselor's support the most do not get to see her regularly. We do not document the frequency of these visits systematically; therefore, we cannot accurately measure the students' growth.

**Root Cause**

We do not utilize SAF to track the frequency of counselor visits. School staff use SAFs primarily to report students' physical and financial needs currently.

**Key Action** (*Briefly state the specific goal or objective.*)

Track and measure the frequency and impact of student sessions with Ms. Parker.

**Indicators of success** (*Measurable results that describe success.*)

Recorded data that shows the frequency of each student's visits with Ms. Parker. Use SAF.

**Specific actions – school leaders** (*What specific action steps will the building leaders take to accomplish the objective?*)

School leaders will remind teachers to make use of SAF to refer students to Ms. Parker.

**Specific actions – staff** (*What specific action steps will the staff take to accomplish the objective?*)

Staff respond by using the proper form (SAF) to create a sustainable system to regularly refer their most vulnerable students to Ms. Parker.

**STAFF QUALITY, RECRUITMENT, AND RETENTION**

Summary
<p>Pilgrim Academy is home to over sixty-five teachers in varying years of experience. Forty percent of our teachers have only been at Pilgrim their entire teaching career, showing that Pilgrim has worked hard to retain our teachers and keep them happy. A handful of teachers have staff have previously left Pilgrim, only to return to our campus because of how strong the culture is here. The high quality of our teachers is evident every time that we walk into a classroom. This is accomplished through various means. The most impactful being the coaching that is done for each teacher. Our campus admin team works with their assigned grade levels and more to ensure that rigorous on-grade level instruction is taking place everyday in every subject. In our current arrangement, teachers are visited at minimum once a week. Administrators are meeting with each other weekly to ensure that the whole school is aligned in teaching practices.</p> <p>Recruitment at Pilgrim is simple; Grow and Hire. We are fortunate to have developed a relationship with the University of Houston and other colleges nationwide to be a home for teacher candidates. These student teachers are partnered with highly effective teachers on campus and learn the curriculum, classroom management, and our unique Pilgrim Culture. This is what makes this school so successful at ensuring no vacant positions at the start of the school year.</p>
Strength
<p>Teacher candidates provide our school with a fresh outlook on teaching and the roles of teachers. When paired with a veteran teacher, the teacher candidates have the potential to be among the most effective teachers on our campus. Current teachers, Joel Deleon (7<sup>th</sup> Math), Traci Nguyen (4<sup>th</sup> ELAR), Carmen Bernal (1<sup>st</sup> Bilingual), and Preston Powell (8<sup>th</sup> Science) are a handful the amazing Teacher Candidates that were hired after their year of student teaching.</p>
Problem of Practice
<p>Due to the rapid changes facing teachers, it can be difficult to focus on what practices of instruction have the greatest impact. A clear and well-defined bank of resources that teachers can pull from would assist them in tailoring lesson plans to be highly impactful for all students.</p>
Root Cause
<p>School administrators need to provide teachers with solid teaching exemplars and clearly defined expectations for instruction. PLCs have traditionally been to share out key information to staff. PLCs should focus more on the refining, and practice of, high-quality instruction.</p>

	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>Teachers need access to district and campus curriculum, resources and exemplar lessons so that they are able to deliver high quality instruction and provide necessary scaffolds and interventions.</p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <p>PLC agendas focus on specific instructional practices that the district has distributed to campuses. Teacher will be able to review and practice strategies within the PLC.</p> <p>Appraisers will be able to view these practices being utilized during their SPOT observations.</p>
	<p><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <p>School leaders are tasked with supporting and leading PLCs to ensure that they remain focused on</p>



	<p>teachers developing the skills and practices that lead to stronger instruction.</p> <p>School leaders will survey teachers to develop their goals for teaching and help them align these goals with the district’s expectations.</p> <p>School leaders will end the use of PLCs for non-instructional agendas.</p>
	<p><b>Specific actions – staff</b> (<i>What specific action steps will the staff take to accomplish the objective?</i>)</p> <p>Teachers will utilize PLCs to strengthen their teaching strategies by:</p> <p>Annotating lesson plans to incorporate discussed strategies.</p> <p>Plan to practice and “test drive” unfamiliar or new strategies learned in PLCs.</p>

## Parent and Community Engagement

### Summary

Pilgrim Academy creates many opportunities year-round to promote and encourage parent and community engagement. Pilgrim tracks parent involvement in school events through the number of parents who sign in for each event. Pilgrim ensures parents/guardians are up to date on school events by sending the weekly Cougar Newsletter. The newsletter is sent out weekly and highlights upcoming events on our campus. These include after-school events, mobile clinics, musical performances, food drives, and sports games. Some of our most attended school events are our annual Literacy Night in November and Math and Science Night in February; over 250 families attended these events in the 2022-2023 school year. During these events, families engage with teachers and take activities their children can do at home. Such events encourage parents to use reading, math, and science at home. Our partnership with Texas Children's Hospital helps Pilgrim bring medical care for the students on school grounds. Every Wednesday, our parents can get medical attention and even vaccinations for their children. Pilgrim is also fortunate to have the support of Unity Church through their Unity in the Community Committee. Unity hosts uniform drives, food drives, and seasonal events for students at our school. They also provide the space for our winter and spring Choir and Orchestra performances which students, parents, and other family members are invited to attend. Our families get invited to all our athletic events. Our school also has the support of Wraparound Specialist Ms. Strother who leads the Backpack Buddies program to send food to our families in need. Overall, Pilgrim Academy makes sure all our families, students and community stakeholders feel welcome and supported on and off our campus.

#### Strength

Our school events encourage all parents to be involved in their child’s academic performance and social growth and their presence is noted. Our parents show up to our events that we host on and off campus.

#### Problem of Practice

Recently, our student population has changed and so have the languages that we need to communicate with our families. Communication for our school events is sent out in two languages English and Spanish.

#### Root Cause

Lack of language support on campus. There is a need for people who can help translate in other language other than English and Spanish so that everyone gets an equal opportunity to attend our events.

	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>Our goal is to identify staff or stakeholders in the community who can help us with translating to our parents.</p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <p>There will be an increase in number of parents in attendance in our school events who do not speak English from last year to this school year.</p>
	<p><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <p>School leaders will work with teachers and staff to figure out what language we need to provide further support in for our families.</p>
	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <p>Teachers and staff will attempt to find out what other languages are spoken in their classroom.</p>

## Curriculum, Instruction, and Assessment

### Summary

Pilgrim Academy is committed to the academic success of each one of its students. To help achieve this goal, we not only empower our skilled and effective teachers, but we also seek to implement curriculum that pushes students to engage in learning through their time here. We utilize various programs depending on the grade level. In Elementary, we use Houghton Mifflin Harcourt (HMH) for ELAR and Eureka for math. In Grades 6-8, we utilize My Perspective for ELAR and Carnegie for math. These programs are a mix of new and old for Pilgrim, but our teachers have committed to using these tools of instruction to the best of their ability.

The Texas Teacher Evaluation and Support System (T-TESS) is the current teacher evaluation rubric for our teachers. We use this rubric to rate teacher proficiency in instruction. Our campus goals for instruction are based on two of the T-TESS standards. These are 1.1, which focuses on Alignment. The other is 2.3, which focuses on Communication. We believe these measures to be key to ensuring high academic success for our scholars.

Assessments for our campus will look slightly different from previous years. We will still have STAAR exams in various subjects from 3<sup>rd</sup> -8<sup>th</sup> grades. Pilgrim will also continue to use TELPAS to assess the English language proficiency of our emergent bilingual students. Pre-kindergarten students will be progress monitored using Circle as in years prior. This year we began assessing students using NWEA Map testing in Math and Reading. For Kindergarten and First grade, we are using DIBELS for reading assessment.

**Strength**



Pilgrim's strengths in the areas of instruction and assessment come from the dedication of the teachers and students. Teachers are focused on delivering high-quality, on-grade level instruction for every student in every subject. Pilgrim teachers have been working to ensure daily alignment between their Learning Objectives, Demonstration of Learning, and Lesson TEKS. These are checked daily by school administration and needed changes are address immediately by teachers.

**Problem of Practice**

New assessments come with various logistical problems. Teachers and administrators have experienced frustration preparing for testing days and experience some delays during testing due to that unfamiliarity.

**Root Cause**

Teachers need to be trained and given time to practice the proctoring of new assessments.

**Key Action** *(Briefly state the specific goal or objective.)*

Provide teachers and test proctors training to be able to administer new assessments with fewer logistical errors and problems with test unfamiliarity.

**Indicators of success** *(Measurable results that describe success.)*

Assessments will begin on time according to testing agendas.

All assessments will be given within their respective windows with extra days to administer make-ups as needed, included in the original testing window.

Assessment results will have quick disbursement to teachers and students.

**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*

School leaders will plan training and practice sessions for teachers to be able to get firsthand practice with assessment norms and components.

School Leaders will communicate testing windows well in advance.

School Leaders will collaborate with teachers to ensure roster accuracy.

School Leaders will collect and distribute testing data as it become available.

**Specific actions – staff** (*What specific action steps will the staff take to accomplish the objective?*)

Attended scheduled training and practice sessions.

Inform School admin of any roster changes.

Use assessment data to adapt instruction to match student needs.

## Technology

Summary
Our Technology improvement plan aims to streamline and enhance the consistent use of the Learning Management System (LMS), Canvas, to improve classroom instruction, enhance parent communication, and facilitate more effective grade monitoring. By leveraging technology effectively, we will create a more efficient and engaging educational environment that benefits both students and their parents.
Strength
Flexibility in Learning: Canvas allows for flexible and asynchronous learning, making it easier for students to access course content and complete assignments at their own pace at home using their Chromebooks.
Problem of Practice
Most school stake holders are not using a vast number of our technological resources, like Canvas, due to their lack of comfort and familiarity with these programs.
Root Cause
Teachers and students resist using Canvas and other technology resources due to a lack of training and familiarity with these systems.

**Key Action** (*Briefly state the specific goal or objective.*)

Train teachers in Canvas to maximize its functionality.

Implement a system for regular parent updates through Canvas.

**Indicators of success** (*Measurable results that describe success.*)

Increased Canvas Usage:

The percentage of teachers consistently using Canvas for classroom instruction, including uploading learning materials and assignments.

Teacher and Staff Training:

Proficiency and comfort levels of teachers and staff in using Canvas features for instructional purposes such as uploading lesson materials and resources.

**Parent Engagement and Communication:**

The frequency and quality of communication between teachers and parents through Canvas increased frequency of parent access for student grades and school communication.

**Specific actions – school leaders** (*What specific action steps will the building leaders take to accomplish the objective?*)

- Provide ongoing support for teachers to effectively utilize Canvas in their teaching.
- Develop and distribute guides for parents on accessing and using Canvas using Parent Portal.
- Set clear guidelines and expectations for timely grade postings.

**Specific actions – staff** (*What specific action steps will the staff take to accomplish the objective?*)

- Conduct surveys and feedback sessions with teachers, parents., and students.
- Monitor Canvas usage and activity statistics.
- Analyze student performance data and grade monitoring effectiveness.