

CAMPUS NEEDS ASSESSMENT

Academic Year 2023-2024

School: Mistral Center for Early Childhood

Meeting Location: Conference Room

Date: October 25, 2023

Time: 3:15 pm.

Committee Setup:

Name	Title/Position	Signature
Joaquin Arellano	Business Partner	See attached signature page
Imelda Alamia	Other Professional Staff	See attached signature page
Chasney Mc Coy	Community Partner	See attached signature page
Elisa Reyes	Principal	See attached signature page
Corina Olguin	Teacher	See attached signature page
Sandra Anzueto Veliz	Parent	See attached signature page
Omar Valdivia	Teacher	See attached signature page
Heather Suder	Teacher	See attached signature page
Debbie Paz	Business Partner	See attached signature page
Alicia Pina	Teacher	See attached signature page

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.



Gabriela Mistral Early Childhood Center

Campus Needs Assessment Meeting

Date: October 25, 2023

Time: 3:15 pm

Team

Agenda

Name _____

Signature: _____

Name: _____

Signature: _____

Name: _____

Signature: _____

Name: _____

Signature: _____

Name _____

Signature: _____

Name: _____

Signature: _____

Name: _____

Signature: _____

Name: _____

Signature: _____

Name: _____

Signature: _____

1. Welcome
2. Introduction
3. Campus SWOT Analysis
 - Strengths
 - Weaknesses
 - Opportunities
 - Threats
4. Questions

Minutes



Gabriela Mistral Early Childhood Center

Campus Needs Assessment Signing Sheet

Date: October 25, 2023

Time: 3:15 pm

Name	Role	Signature
Tosquin Arellano	Community Partner	<i>Tosquin Arellano</i>
Imelda A. Alarcón <i>Imelda Alarcón</i>	Other Professional Staff	<i>Imelda Alarcón</i>
Chasney McCoy	Community Partner	<i>Chasney McCoy</i>
Elisa Ruyro	Principal	<i>Elisa Ruyro</i>
Corina Oleguin	Parent	<i>Corina Oleguin</i>
Sandra Anzueto	Parent	<i>Sandra Anzueto</i>
Omar E. Valdivia	Teacher	<i>Omar E. Valdivia</i>
Heather Suder	Teacher	<i>Heather Suder</i>
Liliana Paz	Business Partner	<i>Liliana Paz</i>
Alicia Pina	Teacher	<i>Alicia Pina</i>

Comprehensive Needs Assessment

Demographics Summary

Student Demographics

As of the enrollment on October 25, 2023, 356 students will attend Mistral during the 2023-2024 school year. Mistral CEC is a diverse campus serving mainly Hispanic students. Hispanic students represent 80.9% of the total population. The remaining student population is 8.7% African American, 5% Caucasian, and 5.5% Asian. Mistral offers four different programs: Bilingual Transitional (Spanish English), English as a Second Language (ESL), Regular English, and Special Education services through Early Childhood Special Education (ECSE). Based on the enrollment for the last three years, the enrollment increased significantly last year.

During the 2022-2023 school year, we enrolled 333 students, and our goal was to serve 360 students this year. Looking into other students' data, the percentage of economically disadvantaged students is very consistent; no notable changes were identified when comparing the last three years. However, homeless students have some differences compared to previous school years. During 2022-2023, we served a homeless population of 10%, and as of today, the number of homeless students has decreased to 8% for the 2023-2024 school year. The population that is increasing is the recent immigrants; we have identified 17% of the students as recent immigrants. Our At-Risk population remains high at 98.3% for the 2023-2024 school year. Some areas do not apply to our campus due to the grade levels we serve. For example, we do not have gifted and talented students or magnet students. In the past three years, we have only had one student identified as 504 and zero with dyslexia.

Staff Demographics

Mistral CEC has 21 certified teachers, 12 teaching assistants, 1 teacher specialist, and 1 administrator. Mistral has 16 general education teachers, one Special Education Teacher, four Specialist/Ancillary Teachers, three hourly staff members, and two clerks. In addition, we are hiring two tutors who will serve as interventionists for our EB and At-Risk students. The class size is 23 for 3 classes, 22 for 13, and 10 in the ECSE class. The teacher ratio is 11:1. Mistral has experienced teachers ranging from 3 to 30 years of experience.

School Demographics

Mistral Center of Early Childhood, located in the southwest area, was erected in 2005 to alleviate the overflow services in Pre-K in the Bellaire and Sharpstown feeder pattern. We currently serve 356 students from more than 24 countries. We serve mainly Emergent Bilingual (EB), including bilingual Spanish speakers and students from many other countries that speak languages other than English or Spanish. We have ten classrooms dedicated to Pre-K 4. Of the ten classes, three classrooms serve Regular /ESL students, and seven serve bilingual students. In Pre-K 3, we have six classrooms. Out of the six classes, two of them are Regular/ESL, and four of them are bilingual. In addition to the classroom teachers, we partner with Head Start, and we have six teachers who support our Pre-K3 and Pre-K4 programs. Mistral has four enrichment teachers: Physical Education, a Library/Science Teacher, an Art/OWL Lab teacher, and a computer teacher. The teacher-to-student ratio is one to twenty-two at this moment. The support staff includes nine teacher assistants. Two serve the ECSE class, and seven serve the regular/ESL/ Bilingual students. We also have two certified tutors, a nurse, a counselor, and a parent Liaison. We have currently enrolled 356 students who speak 24 different languages. Disaggregated data by race shows Hispanic-Latino (80.9%), Asian (5.5%), African American (8.7%), and White (5%). Disaggregated data by Program shows Limited English Proficiency (83.7%), Bilingual (66.3%), English as a Second Language (14.3%), and Special Education (5.6 %). Our campus is one hundred percent Title I, with 98.3% considered as an Economic Disadvantage.

District

The Houston Independent School District serves approximately 177,524 students in 278 schools at different educational levels. HISD offers a wide variety of programs starting in Elementary school, including but not limited to specialized courses for career and technical education to Advance Placement courses in most high schools.

Parents and Community

The Mistral community is very diverse. Twenty-five different countries represent our school, and a similar number of languages are spoken. Homes, apartment complexes, mobile homes, and several small businesses surround Mistral. We share the community with mainly two HISD schools, Sutton Elementary and Braeburn Elementary. In addition to the Houston ISD schools, several charter schools, including Energized for Excellence Academy, Kipp Academy, Baker Ripley Charter School, Etoile Academy, and Beechnut Academy, are in the neighboring area. Private schools, Robindell, The Mays School, and Holy Ghost Catholic School, are also part of our community.

Demographics Strengths

Our diverse population has allowed our campus to maintain a culturally rich environment that extends into the classrooms. Serving diverse populations presents some challenges due to language barriers. However, the same people also bring much enrichment and new learning opportunities to our campus. Students learn to coexist among different cultures, sharing different ways of thinking while maintaining a safe school environment.

STUDENT ACHIEVEMENT

Student Achievement Summary
Mistral CEC aligns instruction to the district curriculum and TEA-State Standards. Bilingual students tend to do better than their regular/ESL peers. Mistral students meet district expectations on letter names and counting sets. Mistral needs to improve in letter sounds and rote counting. Mistral evaluates the students using the Circle Assessment three times per year, and we have two progress monitoring checks between the BOY and MOY and another between the MOY and EOY.
Student Achievement Strength
Mistral students' data reflect higher scores in math than in Reading. Math is a universal language; regardless of their primary language, numbers are universal.
Problem of Practice
Mistral serves a very diverse community where many students are recent immigrants. The ESL classes serve students who do not speak any English.
Root Cause
The population, including students and parents, have limited English language skills, and this is reflected in the student's academic performance.

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

Ensuring high-quality lesson planning and internalization utilizing highly effective instructional practices to support EBs.

Needs Assessment with Rationale (Data)

- The PK4 regular/ESL classes received 71% mastery of letter name and letter sound identification during the 2023 EOY Circle administration, missing the goal by 9%.
- The PK4 regular/ESL classes received 63% mastery on rote counting and operations during the 2023 EOY Circle administration, missing the goal by 17%.
- Regular/ESL students have not met the mastery goal in these two areas: the foundation of Reading and math.
- There are 43 (13%) students currently enrolled in PK4 Regular/ESL classes.
- There are 277 (83%) students currently enrolled in bilingual classes.
- There are 295 students coded at-risk (91.2%).
- 85% of the EB students come from low SES homes with limited resources and huge language development gaps.
- The percentage of students not meeting the EOY goal in basic reading and math skills is unacceptable. One of the main reasons is that many ESL students do not understand the language. They enter the school not speaking English. We have 25 different languages represented in the ESL classes.

Goals & Priorities

95% of PK4 Mistral EB students will score 80% or above in Reading, writing, math, and listening as measured by the Circle assessment.

Reading

- During the 2023 BOY Circle assessment, 40% of the students will be able to identify 20 or more letter names and letter sounds.
- During the 2024 MOY Circle assessment, 60% of the students will be able to identify 40 or more letter names and letter sounds.
- During the 2024 EOY Circle assessment, 80% of the students will be able to identify 52 or more letter names and letter sounds.

Math

- During the 2023 BOY Circle assessment, 40% of the students will be able to count to 20 and identify at least 2 operations.
- During the 2024 MOY Circle assessment, 60% of the students will be able to count to 25 and identify at least 3 operations.
- During the 2024 EOY Circle assessment, 80% of the students will be able to count to 30 and identify at least 3 operations.

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

- 100% of the students will be engaged during whole and small group instruction and independent practice. 100% of the instructional staff will use Pre-K appropriate MRS strategies to formally and informally assess the students.

- 100% of instructional staff will participate in PLC collaboration meetings where Pre-K Guidelines, lesson objectives, guiding questions, and assessment tools will be analyzed and aligned to maintain student engagement.
- Guiding questions will be developed and implemented along with the DOLs during every lesson to guide instruction and assess the student's mastery.
- The teachers will analyze data after each Circle testing wave and each progress monitoring. Data collected will help the teacher to determine independent practice during centers, interventions, and additional student support.
- The students who do not meet the goals will receive interventions from the teacher, teacher assistant, and tutor.

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

- Administrators and teachers will plan together every Wednesday during PLC meetings. PLC will be dedicated to planning and creating guiding questions, lesson objectives (LO), demonstration of learning (DOL), and other informal assessments.
- Utilize PLC and professional development time to train instructional staff in their struggling areas as determined by the data collected during formal and informal assessments. E.g., Week one will be on how to write DOL appropriate for PK3 and PK4 students. DOL is very general and not written in the student's friendly language.
- Lesson objectives, guiding questions, and assessments will be created in conjunction with administrators, team leads, and instructional staff.
- Administrators will monitor lesson implementation/delivery and provide feedback to the teachers daily.
- The administrators will provide support through tutors, teaching assistants, and class coverage if the teacher needs to observe an experienced teacher on campus.
- The administrators will monitor the daily lesson delivery, rigor of content presented to the students, and assessment process.

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

- Plan rigorous lessons aligned with PK guidelines and district curriculum documents.
- Each lesson will have a guiding question, MRS every 4 to 5 minutes during the lesson, and a final assessment to determine if LO was met.
- The teacher will identify the misconceptions to prevent the students from meeting the LO.
- Every student will be assessed at the end of the lesson, the end of the week, and the unit/theme to determine if LO was met or if interventions must be scheduled.
- The students will be grouped based on the interventions they need. The students will be scheduled to receive interventions from the teacher, co-teacher/ teacher assistant, or one of the tutors.

CAMPUS CULTURE AND CLIMATE

Summary

Mistral has solid systems and procedures in place to address students' instruction, campus data, campus safety, as well as parent and staff engagement.

Strength

Diversity is a strength. The staffing goal for this year is to reflect the diversity of the students we serve. Mistral has five ESL-certified and experienced teachers to meet the challenges of the diverse languages represented on campus.

Problem of Practice

The limited language skills of some of the parents and the lack of translators in the district to accommodate the diverse language needs. (I.e., meetings with administrators, required nurse communication, IAT meetings, and parent-teacher conferences)

Root Cause

Limited English proficiency, low socioeconomic disadvantages, recent immigrants, refugees, single parents, and non traditional family units.

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

Provide students with services addressing their basic needs through partnerships with agencies that can provide different services.

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

- The students will be ready to learn once we have met their socio-emotional needs. Every teacher on campus is implementing Conscious Discipline and provides a SEL lesson as part of the morning routine.
- The part-time counselor provides services to students in need of additional emotional support. She offers monthly guidance lessons to every class on campus and does pull-outs for small groups or one-on-one counseling as well.
- Rice University collaborates and partners with the counselor to provide guidance lessons and strategies to support students.
- The wraparound specialist is in the process of being hired, but she will provide wraparound services for students and families in need of food, clothing, and other immediate service needs.
- The nurse will reach out to the community and medical businesses to seek resources for students and families needing medical assistance.

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

- The admin team will ensure that SEL lessons are part of the lesson plan of every morning routine by monitoring during class walkthroughs.
- The admin team will ensure that students who need additional services are referred to the proper support channel.
- The admin team will closely monitor the student's progress to mainstream resources and services by documenting the student's needs and services required.
- The admin team will collaborate with the classroom teacher to identify students needing additional support or resources.
- Individual meetings with parents to address concerns and provide information.
- The principal welcomes every student entering the building daily.

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

- The classroom teachers will use the SAF's to refer the students and families who might need support.
- The counselor, nurse, and wraparound specialist will communicate with parents and seek resources in and outside the district.
- The staff and administration will create a system to review student's progress, needs, and possible referral for specialized services.
- Every teacher and staff member must greet the students as they enter the building, walk through the hallways, and enter the classroom.
- The counselor seeks responsive services for students in need.
- The counselor collaborates with Rice University and provides monthly classes to empower parents to get involved in their child's education.

STAFF QUALITY, RECRUITMENT, AND RETENTION

Summary

Mistral has high expectations for every staff member. Mistral has an interviewing committee that tries to screen and hire highly qualified and skilled members. Although recruitment is essential, we prioritize in retaining highly performing teachers and staff members.

Strength

Mistral focuses on retaining our teachers and staff members by providing appropriate training to expand growth and capacity. Mistral provides a positive campus culture by validating and supporting each individual.

Problem of Practice

Lack of time to consistently build the culture we desire through team-building activities and providing the SEL support the staff needs.

Root Cause

Lack of campus resources and time to build the culture desired.

Key Action

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

Develop and promote a positive culture among the Mistral family.

Indicators of success

 (*Measurable results that describe success.*)

- The staff attendance and punctuality rate.
- Teachers and staff retention rate.
- Student's attendance rate.
- Student's punctuality rate.

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

- The admin team will encourage the teachers and staff to build positive relationships with the students and their parents.
- Build a positive relationship with each staff member by interacting personally with them frequently.
- Make personal contact with staff members when in need of personal attention.
- Acknowledge staff members' accomplishments through shoutouts, weekly newsletters, and emails.

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

- Build a positive relationship with each student and their family.
- Establish a respectful rapport among the teachers and support staff.
- Plan for activities where the teachers and staff develop and interact in a positive manner.
- Celebrate your success, your team's success, and campus-wide success and acknowledgments.

Parent and Community Engagement

Summary

Mistral is very proud to continue with a PTO established last year. We also build a bridge between the PTO, community, and campus through the parent liaison. Mistral hosts several opportunities for parents to engage in learning throughout the year. We are proud to continue our partnerships with Rice University, Craftex, The Shlenker School, Kolter Elementary, Baker Ripley, and Texas Representative Gene Wu.

Strength

Excellent rapport with all of our community partners who support us with a wide variety of activities that enrich our student's life experiences. Their collaboration exposes our students to new experiences that they can not afford without their assistance.

Problem of Practice

It is hard to maintain the relationships due to their time restrictions and resources.

Root Cause

Mistral serves a community composed mainly of recent immigrants, refugees, and low-socioeconomic families. Language barriers are also a big challenge for our families.

	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Maintain strong relationships with parents and community members.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> Families feel welcomed and safe when they walk into the campus. High parent attendance and participation during events, classes, and meetings as indicated by the parent sign-in sheets. Partners participate and collaborate with staff and families during campus events. Positive feedback from parents after each event and POSSIP surveys. High attendance rate to all the OWL lab parent days where parents get to experience a whole lesson with their child.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> Monthly parent meetings to share information and updates. Keep the parents informed about school events and activities through flyers, Class Dojo App, the school website, and phone calls. Personal parent conferences as needed to address attendance, discipline, and any parent concerns. Agendas and a copy of the handout are kept in a file for all events.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> The counselor plans and presents parenting classes to support students' and families' needs. Rice University hosts parent classes within the school day where every parent participates with their child for an entire class lesson. Parents get ideas that they can implement at home with their child. Head Start program meets with parents monthly to provide information and resources to support the child at home. All teachers must hold at least two parent conferences annually to provide the Circle test results and resources to support the child at home. Additional parent-teacher meetings for other concerns are held as needed. Teachers will inform the principal of any student's concern and any action taken to address it.

Curriculum, Instruction, and Assessment

Summary
Mistral follows the Houston ISD curriculum and TEA Pre-K Guidelines as the main curriculum. The students learn through play-based learning and activities tailored for three and four-year-olds.
Strength
Mistral is fortunate to partner with Rice University and Baker Ripley to provide the students with high-quality instruction. Collaborating with these two community partners provides resources our students would not have without

their support. Mistral is the only campus that has two officially certified Rice OWL labs. These labs serve as observation sites for teachers, administrators, and community members.

Problem of Practice

Pre-K student assessments are not always appropriate for this age group due to the students limited language skills. Data does not indicate a true picture of what they know and have mastered.

Root Cause

Many three and four-year-olds start school with limited language and social skills. These students need additional support, time, and resources to acquire the necessary skills to be successful.

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

Every Pre-K student is ready to succeed in Kindergarten, both academically and socio-emotionally.

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

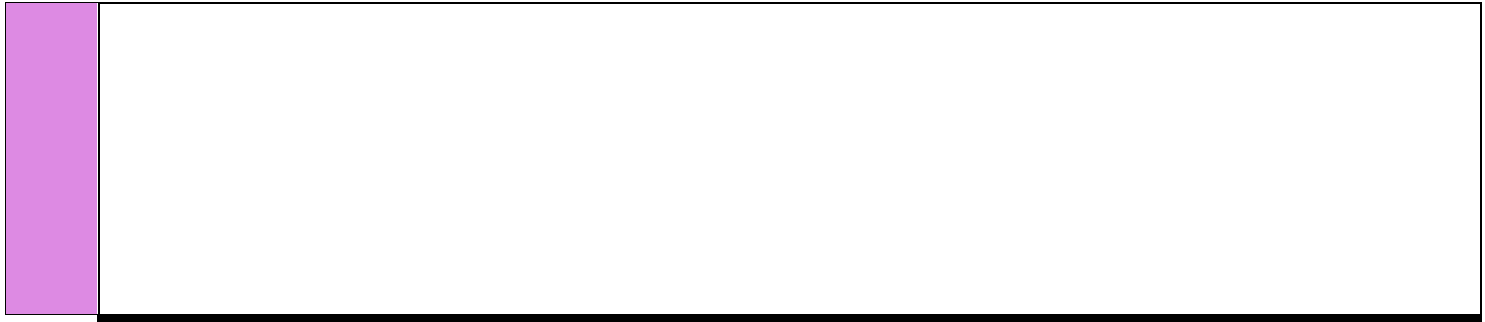
- Data indicators (assessment results, teacher anecdotal notes, interventions, quality of student's products etc.
- The number of referrals due to low academic performance is reduced.
-

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

- The curriculum is implemented with fidelity as monitored during observations and walkthroughs.
- Every child receives high-quality instruction every day.
- Every classroom has a certified, highly-qualified teacher.
- The admin team ensures every classroom has a second adult to provide additional support and interventions.
- Ensure that I allocate money to pay for teacher assistants and tutors to support the students.

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

- Each Instructional staff receives professional development to build ongoing capacity.
- All teachers and instructional staff collaborate with admin and colleagues to provide the best instruction possible.
- Review, track, and analyze data and anecdotal notes to drive instruction.
- Every classroom has a second adult, either a Head Start Teacher or a Teaching Assistant.
- Every student receives individualized intervention at their level.



Technology

Summary
Mistral is well-equipped with age-appropriate technological devices. We aim to provide each student with the necessary skills to succeed in Kindergarten and beyond.
Strength
Mistral has a clever touch, an iPod, a speaker, a document camera, and at least five iPads in every classroom. The teachers integrate technology into every lesson. Hisd provides access to the different apps and tools where the students can learn, practice, and review new academic and technology skills.
Problem of Practice
Lack of technology devices and/or Internet access at home.
Root Cause
Many parents are new to the country and do not have access to technology or the internet due to the lack of resources.

Key Action (<i>Briefly state the specific goal or objective.</i>) Every student has access to technology to develop the necessary skills at least during the instructional day.
Indicators of success (<i>Measurable results that describe success.</i>) <ul style="list-style-type: none">• Every student has access to ancillary technology classes in addition to exposure to technology during classroom lessons.• Many students know how to navigate the iPad. The students can already log in through QR codes with limited teacher assistance.• The students are able to manipulate and interact with educational apps on the Clever Touch.
Specific actions – school leaders (<i>What specific action steps will the building leaders take to accomplish the objective?</i>)

- Ensure technology is properly integrated in the lesson.
- Ensure devices are working properly.
- Allocate money to replace outdated devices,
- Ensure all the students have access to adequate technology.

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

- The teachers plan the most appropriate ways and tools to integrate into every lesson.
- The teachers attend professional development on how to integrate technology into every lesson.
- The teachers introduce, review, and assess lesson content and mastery through technology.
- Technology allows students to review and practice the lesson content as the teacher feels necessary.
-