

Alief Independent School District
Outley Elementary
2018-2019 Comprehensive Needs Assessment



Mission Statement

Outley Elementary, in partnership with parents and community members, will provide students an excellent education by providing quality instruction and challenging learning experiences in a safe and orderly environment, which will foster life-long learning and responsible citizenship.

Vision

The Alief Independent School District, in collaboration with parents and community, will provide an exemplary education for all students in a safe environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hispanic – 25%

American Indian/Alaskan Native – 12%

Asian – 14%

Black/African American – 54%

Native Hawaiian/Pacific Islander – 1%

White – 25%

Economically Disadvantaged – 65.5%

ELL – 40%

SPED – 5%

Mobility Rate TBD

Demographics Strengths

Outley Elementary is a diverse melting pot of different cultures. We try to provide opportunities to our high number of economically disadvantaged students who may not get these opportunities elsewhere. We also offer extra support to our high number of ELL learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Outley has a high mobility rate compared to other Alief ISD schools. **Root Cause:** We are zoned to an area with a lot of apartment complexes.

Student Achievement

Student Achievement Summary

Outley elementary finished the 2018-2019 school year with some of the highest test scores in the district. Students do well in participating in competition activities (i.e. Spelling Bee, AMMO, battle of the books, etc.)

All Grade Level STAAR Tests

% at Approaches standard or above 76%

% at Meets standard or above 51%

% at Masters standard 29%

Student Achievement Strengths

Math:

- Students work collaboratively with peers to build conceptual understanding of grade level skills before practicing independently (gradual release).
- Students are provided learning tools (manipulatives) to have concrete experiences as needed throughout lessons.
- Students are comfortable creating and using pictorial models to scaffold their learning of abstract concepts and skills.
- Teachers track data for each student.

Science:

- Students participate in the 5E model of instruction.
- Teachers integrate science and literacy throughout the week.

LA Student Achievement Strengths:.

- Students are engaged in authentic reading and writing throughout the LA block with the Daily 5 structure in place.
- Students write across multiple genres in grades KN through 4th.
- Teachers and interventionists are tracking data for each student.

Social Studies Achievement Strengths:

- Teachers integrate Social Studies into LA as much as possible.

Transition strengths:

- PK teachers and KN teachers work together to allow PK students to visit KN classrooms in the spring
- PK teachers send home activities to work on over the summer to help get their students ready for KN
- PK students are given the opportunity to visit a KN classroom during the Spring KN Round-up.
- Budewig sends student and staff representatives to Outley in the spring to get our 4th graders excited about the transition to Intermediate school.

ESL strengths:

- The ESL Department and Teachers are tracking data for all ELL's including our monitored students and students whose parents have denied or waived ESL.
- For continuous progress monitoring in English Language acquisition throughout the year, the ESL Department will conduct quarterly English Language acquisition bench mark assessments using the Brain Pop ESL placement tests.
- ELD Intervention is being provided to Beginner and Intermediate students within a small group setting for students in grades K – 4th grade

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Outley did not earn its distinction in academic growth. **Root Cause:** We do not frequently follow up on how data is being used and applied in the classroom.

School Culture and Climate

School Culture and Climate Summary

Staff, students and parents work collaboratively to ensure that all stakeholder feel safe in the school building. Outley tries to establish trust amongst all stakeholders.

School Culture and Climate Strengths

We have very few bullying incidents in class. Boy's Club and Girl's Club are offered as an opportunity for students to grow outside of the academic classroom. Counselors teach whole group guidance lessons, as well as present lessons to parents in the Family Center. Students receive one-on-one or small group counseling to better their emotional well-being.

Staff is provided with jeans passes for various activities. The administrators provide many different incentives throughout the school year. THE PULSE committee responds to the staff needs and concerns in a timely manner.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Outley has a high amount of disciplinary write ups in school and on the bus. **Root Cause:** Staff does not consistently implement or practice behavior management systems.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Only 11 teachers left Outley at the end of the year. New positions have been made this year to help with the needs of our campus. Many teachers have changed grade levels but stayed at our campus.

Staff Quality, Recruitment, and Retention Strengths

Outley has weekly PLC to allow teacher, specialists, and admin to collaborate based on the needs of the campus. New teachers participate in a mentor program in which veteran teachers pass on their experience. Teachers receive 55 mins of planning time daily. Teachers are provided with professional development and opportunities to lead professional development.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Outley has multiple positions to fill each year. **Root Cause:** The demands of teaching are higher now than ever before.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Outley uses multiple resources to provide instruction to our students. Outley follows district curriculum guides. Teachers meet with content specialists to plan and implement best practices in their classrooms. Teachers are provided with instructional coaching when requested. Outley uses district assessment data to make instructional decisions throughout the year.

Curriculum, Instruction, and Assessment Strengths

Math:

- Teachers meet to collaborate with content specialists weekly for curriculum planning.
- Teachers will have three extended planning sessions throughout this school year to collaboratively plan engaging lessons.
- Data from DCAs is disaggregated to show strengths and areas of needed growth.
- Teachers are trained to implement the Math In Focus program effectively.
- Curriculum pacing and unit documents are provided to teachers by the district math department, and are reviewed during planning at the start of each unit.

Science

- Hands-on science and literacy strategies are implemented using the 5E model and science notebooks in 100 % of K-4 classrooms.
- During content planning with specialist and Science PLC every 9 weeks, teachers collaborate about science objectives, district initiatives, and create campus common assessments.
- Science enrichment opportunities are offered to K-4 grade levels throughout the year.
- Data from DCAs is disaggregated to show where students succeeded and struggled during PLC.
- Science on the block rotation schedule has been successful at increasing the amount of science learning time throughout the week.

Language Arts Strengths

- Samples of student work such as running records and compositions are analyzed in a PLC setting to determine an instructional focus.
- Teachers and Language Arts Specialist collaborate at half day long range planning sessions.
- Teachers work together to create and/or refine Campus Common Assessments.
- Teachers meet weekly to plan for engaging and purposeful front line instruction in reading and writing.
- Multiple data points are considered when analyzing student progress (anecdotal notes, Istation data, CCAs, DCAs, running records, and STAAR)

Social Studies Strengths

- Grade level teams meet to plan with the Social Studies lead teacher weekly.
- Specific units are integrated within the Language Arts block.

ESL Strengths:

- The ESL Department is providing SIOP based Professional Development opportunities for teachers in K - 4th during PLC's
- We have three SIOP cohorts who will participate in peer coaching and their classrooms will serve as models for our campus
- Teachers in grades K - 4th received ELD Proficiency rating rubrics along with a summary of ELPS Proficiency level descriptors that will aid in monitoring ELL English Language Development progress and planning effective instruction for their ELL's
- Teachers will receive an ESL resource binder that will include ESL grading guidelines, how to write content/language objectives, ELL research-based language building strategies, examples of sentence stems, SIOP Interaction Activities and background information on ELL learners.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There was at least a 10% difference between approaches and meets standard in all content areas tested on STAAR. **Root Cause:** We do not frequently follow up on how data is being used and applied in the classroom

Parent and Community Engagement

Parent and Community Engagement Summary

Outley has worked toward involving parents more in the daily routines of the campus.

Parent and Community Engagement Strengths

Outley ranked Exemplary in Community and Student engagement.

Outley met expectations in family-school interactions.

Families are welcomed to volunteer and participate in activities here on campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Family attendance is low for curriculum and instructional informational nights. **Root Cause:** Families are not informed of the value of attending these nights.

School Context and Organization

School Context and Organization Summary

Outley is a pre-Kindergarten to fourth grade school. We currently have over 1,200 students enrolled. Here are our current staffing numbers:

- Pre-Kindergarten-four, half-day classes; two teachers; two paraprofessionals
- Kindergarten-nine classes; nine teachers; one paraprofessional
- First Grade-nine classes; nine teachers
- Second Grade-eleven classes (one of which is gifted and talented); eleven teachers
- Third Grade-ten classes (two of which are gifted and talented); ten teachers
- Fourth Grade-ten classes (two of which are gifted and talented); ten teachers
- Special Education in-class support- three teachers
- Speech-one speech pathologists
- Block Teachers-two music teachers, two physical education teachers, one art teacher, one wellness teacher, one science teacher, one librarian, one CCC lab
- Support Teachers-two interventionists, two ESL teachers with two paraprofessionals, six content specialists
- Front Office-three administrators, one nurse, one registrar, one attendance clerk, one secretary, two workroom paraprofessionals

ILT reviews assessment data to find areas of concern. Students are given intervention opportunities to foster academic growth.

School Context and Organization Strengths

Outley has worked to empower teachers through the implementation of Professional Learning Communities and collaborative planning. Teachers work together to strengthen instruction and student achievement. Teachers provide before and after school tutorials for at risk students. Walkthroughs are done on a weekly basis and feedback is given to teachers in a timely manner.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The needs of the students are not always met. **Root Cause:** Outley has a high mobility rate, large student number, and not enough man power to service everyone.

Technology

Technology Summary

Outley has 100% of staff at Level 1 Proficiency and 25% of staff at Level 2 Proficiency and Level 3 Proficiency. Students met the basic proficiency level.

Outley Elementary prepares and supports teachers and students in the use of technology for learning by providing professional development opportunities, modeling lessons, and collaborating with teachers during planning. Additionally, we support instruction by providing enrichment opportunities, teaching information in digital literacy and guiding students and staff to become effective users of information. As a result, we believe that technology transforms the way students connect and communicate with the world.

Technology Strengths

- Our campus is enthused about the integration of technology into their daily lessons, and are willing to incorporate new tools introduced during professional development trainings and PLCs. As of date, they have received training for BYOD, Discovery Education, AUP/RUP, Google Classroom and Library Online Databases. In the Fall Outley hosts a library and technology night that has continued to have a high family attendance rate. Additionally, some teachers have integrated Kahoot.it and Plickers into their daily lessons.
- In an effort to support these achievements our campus provides 3 computers per classroom, 35 laptops, 90 iPads that support instruction in the Library, Science, and in the classroom, and 10 iPad Minis. Furthermore, we participate in video conferences using the LifeSize video equipment, 3 web cameras, and 20 video recording cameras for collaboration purposes.
- Teachers moved from 5% of staff at Level 2 Proficiency and 1% Level 3 Proficiency to over 25%.