

**Alief Independent School District**  
**Alexander Elementary**  
**2023-2024 Comprehensive Needs Assessment**



**ALEXANDER**  
**ELEMENTARY SCHOOL**

*Growing Leaders Every Day in Every Way!*

**Alief** Independent  
School  
District

# Mission Statement

Alexander Elementary grows leaders every day in every way.

## Vision

Alexander will be recognized as a school of choice because

- We are student centered
- We are dedicated to serving our community
- We create lifetime learners who are independent thinkers and leaders
- We model and teach students how to be respectful, responsible, honest, and safe
- We give opportunities for all to lead

## Value Statement

At Alexander Elementary

- Everyone can be a leader
- Everyone has genius
- All change starts with me
- Parents empower children to lead their own learning
- Develop the whole person

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Alexander Elementary School

Comprehensive Needs Assessment Overview

Completed April 24, 2023 for the 2023-2024 School Year

The committee met for their first meeting on February 15, 2023 at 4:00 PM via Zoom.

The following members were present:

- Lea Ann Coffey, SDC Facilitator
- Kathleen DiFelice, Principal
- Carol Chang, Professional Non Classroom Member
- Fernanda Gembe, Community Member
- Magdalena Ramirez, PreK Teacher
- Angie Paiuk, 1st Grade Teacher
- Alexis Yanez, 2nd Grade Teacher
- Ashley Umaña, 3rd Grade Teacher
- Jinsook Jo, Special Education Teacher
- Karen Gleason, Block Teacher
- Rosy Reyes, Paraprofessional
- Tomeka Ridley, Paraprofessional

The meeting began with a discussion of the purpose of the Comprehensive Needs Assessment and how it related to the Campus Improvement Plan and therefore informs our direction as a campus for the 2023-2024 school year.

It was explained to committee members that the 2023-24 CNA will be completed in the March meeting due to two CNA meetings being required.

The committee was placed in breakout groups, reviewed information and determined:

## **Demographics**

We have diversity of student population African American 25.6% Hispanic 58.8% Asian 13.1%

## **School environment**

6 Suspensions 46 office referrals 7 TMO As February 6 our attendance rate is 92.8%, and our goal is 98%

## **Student Performance**

3rd grade STAAR math is 27% ,and the district rate is 33% 4th grade STAAR math is 34%, and the district rate is 35% Our students progress to annual typical growth on Iready is 50%, and the district rate is 52% We have 75% of our students performing one or more grade levels below on iready MOY

## **Perceptions**

We don't have data. We will review it later.

## **Professional practices**

New teacher mentoring Edthena is a resource for exemplar videos of instruction Team leaders Lighthouse Team Opportunities to lead clubs, action teams, etc Leadership trainings

## **Programs and opportunities for students**

STEM Academy Fall and Spring PBLs District Digital Learning showcase CIA

## **Procedures**

Pacing guides Learning management system - Schoology Nearpod Innovation cohort team Master schedule PLCs Transition activities with Mata and Youngblood PreK transition activity Kinder Round Up CHAMPS expectations LIM framework We will continue with the CNA review next month.

The second meeting was held on March 22, 2023 at 4:00 PM via Zoom.

The following members were present:

- Lea Ann Coffey, SDC Facilitator
- Kathleen DiFelice, Principal
- Carol Chang, Professional Non Classroom Member
- Fernanda Gembe, Community Member
- Magdalena Ramirez, PreK Teacher
- Angie Paiuk, 1st Grade Teacher
- Alexis Yanez, 2nd Grade Teacher

- Ashley Umaña, 3rd Grade Teacher
- Jinsook Jo, Special Education Teacher
- Adrian Szarowicz, Block Teacher
- Rosy Reyes, Paraprofessional
- Tomeka Ridley, Paraprofessional

During this meeting the following items were on the agenda:

- Approve February's minutes
- Review the March agenda and edit as needed
- Review and revise the 2022-2023 Parent Compact and Parent Policy with the committee or ensure that the FAME committee is reviewing and revising it for 2023-2024
- Complete the third "Formative Review" of strategies in Plan 4 Learning
- Review data from 2022-2023 and finish the 2023-2024 CNA template
- Finish the 2023-2024 Needs Assessment tab in P4L under Needs Assessment > Summary > Multiple Measures of Data
- Finish the 2023-2024 Data Documentation area in P4L under the Needs Assessment > Data Documentation
- Finish the 2023-2024 CNA Narrative
- Finish entering the CNA Narrative in P4L under Needs Assessment > Summary > Optional: Needs Assessment Overview

February's minutes were approved by the committee. Mrs. Coffey made a motion to add Transition Activities to the agenda for March and the motion was approved. The remaining agenda was approved as is.

It was determined that the Parent Policy and Parent Compact would be prepared for 2023-2024 by the FAME committee under the direction of the Family Center Liasian, Rosy Reyes. Additionally, it was determined that the administrators and Instructional Leadership Team would complete the Formative Review for the 3rd marking period in Plan 4 Learning.

Breakout groups were assigned and data and drafts from the February SDC meeting were reviewed and refined. New information was to be later input into the CIP by Mrs. Coffey.

Because the Needs Assessment was determined to only be edited by a small group of people with P4L login credentials, the Instructional Leadership Team was assigned completion in P4L using the information provided by the SDC committee. Additionally, the ILT was assigned to complete data documentation after checking and verifying the data used.

It was determined that Mrs. Coffey would complete the CNA narrative based upon information provided over the past two SDC meetings.

Transition activities were then discussed. PreK transition was conducted by district centers and it was shared that Kindergarten Roundup would occur on April 13 at 5:00 PM on individual campuses. The Roundup was to be led by Primary Language Arts Specialist Kera Mathews and her team.

Ms. Chang discussed the 4th Grade transition activities. These activities are field trips to both Mata and Youngblood Intermediate School. The trip to Mata occurred on March 9. The trip to Youngblood was scheduled to occur on April 11. The program of information was scheduled to include information on intermediate mode of dress, behavior expectations, the administration team, and information about clubs and electives. The meeting was adjourned at 4:58 PM. After completing the CNA process, it was determined that the campus would focus on the following areas: student academic achievement, student attendance, and family engagement.

The May SDC meeting is scheduled to begin to develop the Campus Improvement Plan.

## Demographics

### Demographics Summary

Alexander Elementary is a Title 1 school with a current enrollment of 712 students (April 20, 2023) and has served the Alief community for the past 39 years.

- 471 students make up our Emergent Bilingual population (66% EB)
- 34% Non-EB students
- 15% Special Education (Structure, Reach, PPCD 4 years, Life Skills, PPCD 3 years)

The grade levels span from EE - 04. Alexander has a variety of ethnicities that make up our campus community. Over 30 different languages are spoken and our staff is well-trained on strategies to help parents and students of all backgrounds. Our community is intertwined with the International District of Houston. 88.5% of our student body is considered economically disadvantaged with a mobility rate of 24%. As a result, Alexander provides various opportunities for events and clubs to help meet the social-emotional needs of students.

### Demographics Strengths

A variety of programs, co-curricular activities, and extracurricular activities are offered at Alexander to serve our diverse population.

- Gifted and Talented Program for students identified as GT or Talent Pool (one year placement)
- Homework Help
- Backpack Buddies
- Family Center
- In-Class Support
- Continuing Education Courses for Parents through the Family Center



- Leader in Me school process (Classroom and school wide leadership opportunities)
- Multicultural Activities (Story Time, Accommodations for students observing Ramadan)
- SIOP Trained Staff
- APTT and other Parent Engagement Events
- Paraprofessionals
- Participation with various Student Clubs (Battle of the Books, Kindness Club, Girls' Club, Boyz of Steel, Girls Start)
- School-wide events (Fall Festival, Basketball Night, Open House, Story Time)

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The Emergent Bilingual population continues to increase and resources (teachers and materials) are not available or available in limited supply at Alexander.

**Root Cause:** The population is increasing due to migration and the Alief area being recognized as the International District.

## **Student Achievement**

### **Student Achievement Summary**

At Alexander Elementary, our teachers, administrators, specialists, and interventionists continuously analyze student data to drive our instruction.

We will continue to enhance student achievement by collecting and analyzing student assessment data after campus and district assessments to determine areas to target instruction.

Teachers use monthly ISIP assessments and iReady to differentiate reading and math instruction.

PLDs will be utilized in order to determine language proficiency in listening, speaking, reading, and writing.

Data-driven and SIOP PLCs will continue being conducted so that teachers are able to incorporate sheltered instruction for all ELL students.

Research-based interventions are utilized for our Tier 3 learners.

Additional summary information to be included upon receipt of STAAR data and TELPAS data.

### **Student Achievement Strengths**

- Whole-Group Instruction
- PLCs/Planning
- Interventions
- Students track their progress in leadership binder/Student goals/SLOs
- Tutorials are provided
- Analyzing CCA and DCA data to drive instruction

- Using I-ready and I-station data to form guided math and reading small groups
- Math in Focus implementation/curriculum
- PBL Showcase/STEAM

Additional Information to be added or amended once staffing (vacancies) is finalized for 23-24.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Pending results of STAAR and TELPAS

## School Culture and Climate

### School Culture and Climate Summary

Alexander Elementary is committed to fostering our school culture and climate through the implementation of the Leader in Me framework to promote a safe and orderly environment. We strive to uncover the leader within our students, staff and families through this logical, sequential, and balanced process. The Leader in Me framework supports Alexander Elementary's culture and vision.

Content from *The 7 Habits of Highly Effective People* is a key component of the overall *Leader in Me* process. *The 7 Habits* is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures. (leaderinme.org)

With our Lighthouse Team/Above and Beyond committee facilitating this, our teachers and administrators meet regularly to ensure positivity among staff and instilling the best in students. Additionally, time is routinely scheduled for Action Team Members to meet during our monthly staff meetings.

### School Culture and Climate Strengths

- Classroom Leaders
- Classroom Behavior Charts that go to block with the class
- Leader in Me Seven Habits
- Leader in Me Assemblies
- Academic and Behavior Celebration
- Student Led Morning Announcements
- Rise and Shine (virtual)/Maker Space (Interactive Library Activities for students)
- Morning Recess
- Action Based Learning

- Monthly/Seasonal Staff Team Building Activities
- Student Led Safety Patrol
- Monthly Staff Motivators
- Monthly Birthday Recognition of Staff
- Sole Mate activities for staff members
- Breakfast with Administrators

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Alexander builds positive staff relationships by providing opportunities for effective lesson planning to include small group best practices. In addition, new teacher trainings, PLCs and staff professional development are provided. 100% of teachers at Alexander have been trained in Franklin Covey's 7 Habits of Highly Effective People. Alexander is a Leader in Me campus where the 7 habits are implemented daily. Students and teachers are provided with ongoing leadership opportunities gained from effective team planning, new teacher trainings, PLCs and staff professional development.

### Staff Quality, Recruitment, and Retention Strengths

- Administrators, ELA content specialists and reading interventionists attending TEA's Reading Academy training (60 hours)
- ELA content specialists and reading interventionists attended Region 4 Dyslexia Conference
- 95% of professional staff is certified
- Staff maintains updated PD hours as required
- New teachers have mentors
- Grade level team ILT liasons
- Teachers plan weekly with specialists and attend PLCs that serve as ongoing professional development
- 87% retention rate for employees (to be updated when numbers are finalized)
- 100% professional and paraprofessional staff trained in Covey's 7 habits

- Staff consists of 6 content specialist to assist teachers
- 100% of professional staff T-TESS trained and created SLO's and WIGS to track student growth

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** In 2022-2023 some classrooms are not staffed permanently with certified teachers of record. **Root Cause:** There is a shortage of certified teachers.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Alexander Elementary aims to align Curriculum, Instruction, and Assessment throughout the grade levels and across the campus. Currently, our Math department uses Math in Focus which vertically aligns curriculum from grade level to grade level. Our Language Arts Department currently uses HMH which is a shared accountability resource that teachers use across the curriculum.

Assessments are modified for students who meet eligibility criteria. Designated supports are provided to students routinely, independently, and effectively during classroom instruction and testing. Due to the percentage of students reading below grade level expectations, providing oral administration, in small group, helps to ensure that each student interacts appropriately with test content and demonstrates their knowledge of the content, without the format of the test being a barrier. Because 66% of our students are English Language Learners, we provide extended time, realizing the need for additional processing time for acquisition of the second language.

### **Curriculum, Instruction, and Assessment Strengths**

- Curriculum vertical alignment across all content areas
- Consistent data driven planning
- Use of data to drive whole group instruction
- Extended time for Emergent Bilingual students
- Use of SIOP strategies to support Emergent Bilingual students



**Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** To be determined upon receipt of data from EOY 22-23

## Parent and Community Engagement

### Parent and Community Engagement Summary

Alexander Elementary strives to build positive relationships with families and the community. To do so, the campus hosts a variety of events throughout the school year.

The Family Center is open four days per week and provides education in areas of interest to families. For example, health related instruction is provided including cooking classes. Additionally, second language learning support is provided through English language instruction. A feeling of efficacy is achieved when family center participants give back to Alexander through Breakfast with Administrators when they act as hosts and hostesses.

Our counselor and Communities in Schools Student Support Specialist work together to meet the needs of not only our students but also our families and community. They provide direct services to meet the need of the food insecure through Backpack Buddies and Houston Food Bank Mobile Food Pantries. Again, the self-efficacy of recipients is boosted when they aid in distribution to other families and the community. Indirect services are provided through recommendations to outside to agencies that meet needs such as uniform vouchers, legal needs, medical needs and financial needs to support families during times of crises.

Although, at times, personal situations of our families and community may seem bleak, Alexander regularly provides opportunities for families to visit the school and enjoy positive interactions with staff. A favorite event is Alexander's annual Basketball Night. Additionally, families enjoy other opportunities to visit the school for positive interactions with staff and teachers through events such as Fall Festival, music performances, and Open House.

Through the Leader in Me process, Alexander's connection with families has become even stronger. Families are provided with information and practice in living the Habits at home through our monthly newsletter that provides reinforcement in the ways in which the Habits provide a structure for both

effective students and families.

**Parent and Community Engagement Strengths**

- Family center available four days per week on campus
- Parent/Community volunteers serve in multiple roles such as LPAC committee members, SDC Committee members, chaperones for field trips (grade level, STEM Academy)
- Breakfast with Administration
- Communities in Schools (CIS)
- Backpack Buddies
- Website/social media keep families informed

## **School Context and Organization**

### **School Context and Organization Summary**

Each classroom teacher follows the Alexander Master Schedule. Teachers are asked to organize the schedule at the beginning of the year to best suit their needs. Not only do teachers have input on the master schedule, but they also have a voice in content planning, PLCs, assessment content, and professional development. Their input is valued as it relates to the creation of assessments. To protect instructional time and reduce the number of interruptions during the school day, workshops are scheduled at the beginning of the day (overlapping student arrival) and PLC's are scheduled at the end of the day (extending during student dismissal). Student interventions are strategically scheduled to coordinate with respective subject areas. Tutorials take place on Saturdays.

### **School Context and Organization Strengths**

- Campus wide Master Schedule
- Content Planning
- PLCs
- Workshop times
- Student Interventions
- Saturday Tutorials

# Technology

## Technology Summary

Alief ISD has its own professional development department and, as such, provides many opportunities for teachers to further develop their skill set with regards to technology. On campus, we are working to integrate technology PD into our PLC and workshop times; however, because these are limited opportunities integration is not as abundant as we would like.

Alief ISD is making great strides in technology with our learning management system, Schoology, and now AliefHUB! (powered by Classlink). At Alexander we have been moving towards providing more devices in classrooms and, as of October 22 have added an additional computer lab to our campus.

## Technology Strengths

- Alief HUB
- SSO with Class Link
- Increased student access to devices
- Ability to use school-issued device at home for students in grades 3 and 4
- Tech Team resolves in house tech issues
- Schoology homework before school
- Life Skills curriculum online
- Technology integration

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Many devices are damaged due to student negligence. **Root Cause:** Students are not explicitly taught how to care for the mobile devices.