

Alief Independent School District

Boone Elementary

2023-2024 Comprehensive Needs Assessment



Mission Statement

Boone Elementary School is committed to providing each student with optimal learning opportunities so that they can reach their full academic and social potential.

Vision

Boone Elementary is dedicated to collaborating with staff, students, and parents to achieve student success in a safe and trusting environment.

Core Beliefs

Respect, Integrity, Character, Inclusivity, Commitment

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Boone Elementary School

Comprehensive Needs Assessment Overview

Completed 04/18/2023 for the Upcoming 2023-2024 School Year

The committee met for their 1st meeting on February 21, 2023, at 3:45 p.m. and had the following members present: Principal: Marlo Molinaro, Assistant Principal/ Other School Leader: Shequila Chastang, Paraprofessional: Bella Diaz, Paraprofessional: Susan Ozuna, Teacher: Chrissy Alsandor, Teacher: Delmy Ayala, Teacher: Nickkiya Strauss, Teacher: Sofia Perez Negrete, Teacher: Rebecca Wise, Other School Leader Rebecca Dorsey, Teacher: Keiler Phillip, Teacher: Lucy Sierra, and Teacher: Shimira Henry. The other remaining members District Representative: Betty George, Teacher: Keiler Phillip, Teacher: Dionne Thomas-Pickens, Family Liaison: Ferial Al-Saadi, Parent/Community Rep: Friday Obafemi, Parent: Sandra Jacobo were absent from the meeting. The absent members were provided the minutes from the meeting, Google links to the data, and documents so they could add in comments.

The meeting was held in person. The meeting started with the principal training the committee in the purpose of a comprehensive needs assessment (CNA) and a Campus Improvement Plan (CIP), and described the process the committee would use. The principal shared a list of acronyms and educational terms that are commonly used. After the training, the committee reviewed the following pieces of data from this current school year: demographic data, entry and withdrawal data, HR staffing data, and attendance data. The purpose of this process was to identify campus needs, root causes, and determine the strategies that will be used to increase student achievement. This data will help the campus identify strengths, problems, root causes, and the actions steps that will be implemented in the upcoming school year to increase student achievement.

The campus held their 2nd meeting on April 18, 2023 at 3:45 p.m. and had the following members present: Principal: Marlo Molinaro, Paraprofessional: Bella Diaz, Paraprofessional: Susan Ozuna, Teacher: Delmy Ayala, Teacher: Nickkiya Strauss, Teacher: Sofia Perez Negrete, Teacher: Rebecca Wise, Other School Leader: Rebecca Dorsey, Teacher: Lucy Sierra, and Teacher: Shimira Henry. The other remaining members Assistant Principal/Other School Leader: Shequila Chastang, District Representative: Betty George, Teacher: Chrissy Alsandor, Teacher: Keiler Phillip, Teacher: Dionne Thomas-Pickens, Family Liaison: Ferial Al-Saadi, Parent/Community Rep: Friday Obafemi, Parent: Sandra Jacobo were absent from the meeting. The absent members were provided the minutes from the meeting and Google links to the data and documents so they could add in comments.

The meeting was held in person. A quick review of the purpose and process was provided. The minutes from the first CNA meeting were reviewed and approved. The committee reviewed the following pieces of data: state and local assessment data, climate survey data from parents, students, and staff, and a narrative of the school's process and procedures.

During this meeting, the following items were discussed: campus strengths, problem statements, and root causes. Some of the campus strengths are: (1) very diverse population that bring rich cultural experiences and knowledge to Alief ISD. , (2) the attendance rate is improving, (3) the racial and ethnic diversity of the staff reflects the composition of the student population, (4) academic preparation had the highest “favorable” scores (ranging 83%-90%) with families and staff , (5) content specialists meet weekly or bi-weekly with teachers to align resources with TEKS, and (6) very diverse population that bring rich cultural experiences and knowledge to Alief ISD.

Some of the identified problem statements are: (1) training concerns – new staff has not had the opportunity to be fully trained on these resources, (2) 36.9% of the incidents were classified as “physical aggression toward students”, (3) shortages in staffing have caused gaps in coverage of responsibilities. Staff members are asked to cover additional roles., (4) s afety and behavior had the lowest “favorable” scores (ranging 54%-79%) with families and staff, (5) 2nd Grade OWDL bilingual students have struggled on district assessments within the current instructional/curriculum model, and (6) 71.6% of the students are English learners/emergent bilinguals- teachers need to have training on how to best teach EBs.

A discussion of root causes was also held during which it was determined that some of the root causes are: (1) the school wide discipline incentive program did not start until January 2023, (2) common area CHAMPs posters are not visible throughout the building, (3) insufficient applicant pool due to work to income ratio, (4) teachers have minimal action options to hold students accountable for negative actions, (5) the OWDL structure is still new and teachers lack experience sheltering the content to the rigor needed for student success with the TEKS, and (6) new staff did not have SIOP training .

After completing the CNA process, the campus will focus on the following 3 areas in the upcoming school year: (1) discipline and safety professional developments, (2) staffing, and (3) instructional curriculum.

The action steps to address the identified problems and root causes were created in a 3rd meeting that focused on the creation of performance objectives and strategies for the Campus Improvement Plan.

Demographics

Demographics Summary

The campus enrollment was 545 as of 01/26/2023. There were 110 (20.1%) kindergarten students, 102 (18.7%) first grade students, 111 (20.4%) second grade students, 100 (18.4%) third grade students, and 122 (22.4%) fourth grade students. The race/ ethnicity of the student population is Hispanic 73.76%, American Indian 0.37%, Asian 3.30%, African American 20.55%, Native Hawaiian/Pacific Islander 0.0%, White 2.02%, and Two or more races 0.00%. The staff consists of 64.9% teachers, 9.3% professional staff, 3.4% campus administration, and 22.7% educational aides. Gender of Teachers: Male 8.7% and Female 91.3%. The race/ethnicity of staff is 0% Native American, 2.9% Asian, 39.8% African American, 31.2% Hispanic, and 24.3% White.

Demographics Strengths

The strengths for our campus are:

- The racial and ethnic diversity of the staff reflects the composition of the student population.
- Greater than 90% of students are enrolled as of 2/21/2023.
- One Way Dual Language in grades kindergarten- third.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student enrollment decreased from 654 (2021 School Report Card) to 639 (2022 School Report Card). **Root Cause:** There are several apartments near the school that contribute to families moving in and out of the school zone.

Student Learning

Student Learning Summary

- In reading our students are ...

Primary Reading

- K Interim 1 Mono 78.9%, Bilingual 79.1%
- 1st Interim 1 Mono 77.2%, Bilingual 80.6
- 2nd Interim 1 Mono 72.1%, Bilingual 58.7%

Intermediate Reading

- 3rd Grade Mono Interim 1 AMM 28%, Bilingual 21%
- 4th Grade Interim 1 AMM 25%
- 3rd Grade Mono Interim 2 AMM 36%, Bilingual 21%
- 4th Grade Interim 2 AMM 31%

In math our students are ...

Primary Math

- Kinder Interim Assessment 1 – 66.3%
- 1st Interim Assessment 1 – 65.1%
- 2nd Interim Assessment 1 – 22.9%

Intermediate Math

- 3rd Grade Interim 1 AMM 11%

- 3rd Grade Interim 2 AMM 16%
- 4th Grade Interim 1 AMM 34%
- 4th Grade Interim 2 AMM 42%

Student Learning Strengths

The strengths for our campus are:

- 3rd and 4th grade students showed growth between reading and math STAAR interim 1 AMM to interim AMM 2 .
- Special Education students receiving in class support show growth academically in their content areas.
- Planning resources provided by the district such as, District's Strategic Instruction Plan.
- After school tutorials were offered to third and fourth grade students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: ____% of student did not meet standards on the Math STAAR. **Root Cause:** Teachers need further understanding of how to use effective instructional practices to support student learning.

School Processes & Programs

School Processes & Programs Summary

Our campus provides ongoing professional development which occurs on campus through team planning, PLC, and after-school training. Teachers participate in content area professional development sessions that lead to improved classroom instruction and management. Boone also utilizes district personnel to support campus professional development. The instructional leadership team plans for PD with input from teachers and administrators - based on analysis of data and teacher/student needs. Additional PD sessions are provided throughout the year for 1st-year teachers, and teachers new to Boone and/or Alief ISD. Mentors and buddies are provided to all 1st year teachers or teachers new to our campus.

Schedules

- Student Daily Schedule: Instructional time at Boone Elementary School begins promptly at 7:55 am and ends at 3:05 pm. Throughout the daily routine students will engage in teacher facilitated lessons. Students attend block classes daily for 50 minutes.
- Teacher Planning Schedule: Teachers will have a 50-minute planning time each day. Teachers will also have a PLC time once a week where student data will be the focus of discussion and plans created to maximize student achievement such as ESL instruction and small group instruction.
- Teacher Duty Schedule: Teachers will have a morning and/or afternoon duty to support in a safe and orderly arrival/dismissal. Teachers will have an additional 30-minute duty to support/supervise students during the school day.
- Campus Technology Plan: Technology is used by students and staff to provide on demand access to information, to increase student engagement, to provide opportunities for students to create products, and to practice skills and apply knowledge.
- Professional Development Sessions provided throughout the 2022-2023 school year: IReady and math small group instruction, Reading Small Group Instruction, and Clear Touch Windows Inking

School Processes & Programs Strengths

The strengths for our campus are:

- PLC's, team planning, and extended planning opportunities strengthen instruction through the alignment of the curriculum and pacing guides.
- The Instructional Leadership Team provides ongoing support to all teachers throughout the school year.
- Third and fourth grade students are one to one with devices which enhance their learning experience.
- All teachers provide 20 minutes of intervention every day

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There's a discrepancy in the format of district assessments and classroom instruction assignments and activities. Students are assessed digitally on SchoolCity.

Students use paper and pencil to complete classroom assignments and activities. **Root Cause:** There was a lack of training to support staff with the use of digital curriculum resources.

Problem Statement 2: Multiple vacancies in bilingual and SPED classrooms at the beginning of the 22-23 school year. **Root Cause:** There was a teacher shortage that caused our campus to shift using monolingual ESL certified teachers to Bilingual classrooms.

Perceptions

Perceptions Summary

Vision

Boone Elementary is dedicated to collaboration among staff, students, and parents to achieve student success in a safe, trusting, and equitable environment.

Mission

Boone Elementary School is committed to providing each student with optimal learning opportunities so that they can reach their full academic and social potential.

Core Values

Respect, Integrity, Character, Inclusivity, Commitment

Professionalism Pledge

Boone staff is dedicated to using respectful language and tone, appropriate body/non-verbal language, and eye contact to create a trusting and safe environment where all stakeholders feel valued.

- Alief ISD surveyed families, students (3rd – 12th grade), and staff across the district in the Winter of 2022. Survey responses were received from 108 families; 206 students; and 48 staff. The table below shows the results.

Topic	Family % Favorable	Staff % Favorable
Academic Preparation	90%	83%
Parent Involvement	89%	74%
Student Support	85%	88%

Topic	Family % Favorable	Staff % Favorable
Safety & Behavior	79%	54%

Topic	Student % Favorable
Pedagogical Effectiveness	71%
Classroom Learning Strategies	69%
Classroom Rigorous Expectations	69%
Classroom Teacher-Student Relationships	68%

Perceptions Strengths

The strengths for our campus are:

- Academic Preparation had the highest “favorable” scores (ranging 83%-90%) with families and staff.
- Student Support had the second highest “favorable” scores (ranging 85%-88%) with families and staff
- Communication- Parents are notified of the events through various methods of communication: flyers, website, texts, Twitter, Marquee, and Kinolved.
- Parent Engagement- Our parent center is open 5 days a week to provide opportunities for parents to volunteer, learn English and attend workshops.
- Communities in Schools- CIS works with various churches and organizations in order to provide help and services for both the students and their families. CIS has gathered donations of clothing, food, school supplies, and money for rent and utilities for families in need.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Safety and behavior had the lowest "favorable" scores (ranging 54%-79%) with families and staff . **Root Cause:** Systems were not in place to ensure that students and stakeholder were aware of safety measures provided at Boone.