

**Alief Independent School District**  
**Liestman Elementary**  
**2018-2019 Comprehensive Needs Assessment**



# Mission Statement

**Liestman believes that success in the 21st century requires that students receive training in: effective communication techniques, teamwork skills, and identifying real life problems and solutions.  
(revised 10/2017)**

# Vision

**Liestman Elementary promotes an innovative learning environment that prepares students to be college and career ready. (revised 10/2017)**

# Value Statement

**As a professional learning community, we value integrity, positive communication, accountability, differences, and relationships.**

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# Comprehensive Needs Assessment

Revised/Approved: August 11, 2018

## Demographics

### Demographics Summary

<b>Total student population: 795 (11.5.18)</b>					
Boys- 408			Girls-387		
<b>Enrollment with Free and Reduce Numbers (11.5.18)</b>					
<b>Enrollment</b>	<b>Approved Reduced</b>	<b>Approved Free</b>	<b>Total Approved F &amp; R</b>	<b>Total %</b>	
795	54	632	686	86.1%	
<b>Elementary ADA % for 17/18</b>					
<b>Days Enrolled</b>	<b>Absent</b>	<b>Days Present</b>	<b>ADA%</b>	<b>\$ Lost</b>	
58,773	1980	56,793	96.61%	\$59,400	
<b>Ethnicities (11.6.18)</b>					
Hispanic	African American	Asian	White	Mixed Race	
397	234	131	24	4	
<b>Countries (1.10.18) Total- 23 countries</b>					
China	Cuba	Dominican Rep.	Ecuador	El Salvador	Germany
Guatemala	Honduras	Iraq	Jordan	Mexico	Nigeria
Philippines	Sierra Leone	Sudan	Tanzania	United States	Vietnam

Benin	Venezuela	Ethiopia	Kenya	Jamaica	
<b>Special Populations (12.4.17)</b>					
<b>Special Education- Total-73</b>					
<b>REACH 1</b>	<b>Speech</b>	<b>In-Class Support</b>		<b>Structure</b>	
19	25	19		10	
<b>ESL (12.12.17) Total- 673</b>					
<b>Bilingual</b>		<b>ESL</b>		<b>DL</b>	
258		260		155	
<b>Gifted and Talented (1.10.18) Total- 17</b>					
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	
	1	2	6	8	
*14/17 GT students are in DL.					
<b>RTI (1.10.18) Total-195</b>					
<b>Grade</b>	<b>Tier 2 (39)</b>	<b>Tier 3 (156)</b>		<b>Total</b>	
PK	0	3		3	
K	1	11		12	
1 <sup>st</sup>	10	45		55	
2 <sup>nd</sup>	14	28		42	
3 <sup>rd</sup>	9	32		41	
4 <sup>th</sup>	5	37		42	
<b>504 (1.10.18) Total- 24</b>					
<b>Grade</b>	<b># of Students</b>				
PK	0				
K	1				
1 <sup>st</sup>	5				
2 <sup>nd</sup>	6				

3rd	3
4 <sup>th</sup>	9

### Demographics Strengths

- Diversity of languages and cultures
- Good balance of gender

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** On-going changes in student demographics, including the total % of free and reduce students (improverished) increasing yearly requires an adjustment and/or adaptations in curriculum design, instructional strategies, and social-emotional learning strategies. **Root Cause:** Diverse backgrounds, lack of educational experiences, student mobility, limited English language skills, identified and yet to be identified learning disabilities of our students presents challenges for student relationships and teacher instruction. The three behavior categories with the largest infractions include: PATS 161, PLMC 104, and ADCL 46.

# Student Achievement

## Student Achievement Summary

Liestman met Standards for the 2016-2017 school year. We also earned a State Distinction for ELA. This is the index framework for 2017:

Index 1- 67/60

Index 2- 43/32

Index 3- 39/28

Index 4- 44/12

## Student Achievement Strengths

Performance of dual language, Asian, and bilingual students who have exited the bilingual program on state assessments.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** STAAR 2017 results as compared to STAAR 2016 results for combined 3rd and 4th graders demonstrate an overall regression of 19% in reading, 13% in math, and 21% in writing. Priority sub-groups include: African American and Hispanic. **Root Cause:** A high % of eco. disadvantaged, multi-linguistic students presents challenges for planning, teaching, and learning.

# School Culture and Climate

## School Culture and Climate Summary

Liestman's school Safety and Climate Survey results from 16-17 indicate positive feedback overall. Most statements received a combined strongly agree or agree response. See 16-17 K-12 Insight Survey results from students, parents, and staff.

## School Culture and Climate Strengths

Liestman's cultural and climate strengths include:

Overall quality of education at Liestman as being favorable (strongly agree/agree) across multiple aspects of school organization and school programs.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Parental Engagement



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Liestman prioritizes the improvement of staff through practices including self-improvement (goal setting) and rigorous professional development both at the district and campus level. The goal of recruiting highly qualified staff is accomplished through a vetted process involving district and campus processes. In general, interviewing is performed by teams. Our retention rate for the 2016- 2017 school year is: 92%.

## Staff Quality, Recruitment, and Retention Strengths

Strengths in the area of staff quality, recruitment, and retention includes:

- 1) a diversified staff that reflects the student demographic needs of the campus
- 2) a diversified staff that reflects a multi-generational workforce
- 3) a staff that is 95% highly qualified

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

**Problem Statement 1:** Continue to find engaging ways to engage teachers in professional development.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Liestman's curriculum is directly tied to the district's pacing guides which provide clarity and pacing regarding the state's TEKS. Evidence of this correlation can be found in planning documents developed by teachers. Expectations for planning include weekly meeting and extended planning days by subjects every nine weeks.

## Curriculum, Instruction, and Assessment Strengths

A strength of Liestman's curriculum, instruction, and assessment model includes:

- 1) Teacher long range planning for each subject (extended planning days).
- 2) Weekly PLC for all teachers that focuses on the four critical questions.
- 2) Frequent student assessment through the use of campus common assessments.
- 3) Demographic and assessment data tracking using student data banks.
- 4) Teacher analysis of data.
- 5) Frequent monitoring of instruction through classroom visits by specialists and administrators

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

**Problem Statement 1:** Develop teacher proficiency with lesson planning.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Liestman is committed to creating a school culture that embraces our community and its families. This is evident by 2016-2017 local accountability designation of overall Exemplary in the areas of Community Engagement, Family Engagement, and Campus-Community Service. In addition to this distinction, Liestman also earned the National distinction of a Family Friendly School in 2015. Data supporting our needs assessments in the area of family and community involvement includes derives from survey results from the K-12 Insight survey administered in April 2017.

## Parent and Community Engagement Strengths

Strengths in the area of family and community involvement include:

- 1) the increase of family engagement in school wide academic and non-academic activities
- 2) the increase in the numbers of district cleared school volunteers
- 3) consistent communication with families in English and Spanish through such structures as: Chipmunk Chatter, website, and call outs
- 4) strong community partnerships with such organizations as the Salvation Army and the Good News Club

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Continue to find ways to recruit volunteers and mentors.

# School Context and Organization

## School Context and Organization Summary

Liestman's is one of 25 elementary schools in Alief. The school is supported by district administrators and district instructional coordinators. The instructional school day is 7 hours long with 90 minutes blocks of time dedicated to the subjects of math, reading, and writing. Forty-five minutes is dedicated to science and social studies instruction. Our student enrollment numbers demonstrate larger numbers of enrolled students at the primary level (1st and 2nd) versus at the intermediate level (3rd and 4th). Current numbers are: Pre-k: 92, Kinder 141, First 195, Second 173, Third 130, Fourth, 155, and Special Education 28.

## School Context and Organization Strengths

School context and organizational strengths include:

- 1) a strong ILT team
- 2) strong lead teachers in the areas of ELA, math, science, and social studies
- 3) strong team leaders (monthly meetings)
- 4) growth of future leaders (Specialists academies)

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Committee work align and make more efficient

# Technology

## Technology Summary

Liestman's overall designation for local accountability for Digital Learning for 16-17 was Recognized. Liestman uses the district's technology plan to guide the development of the work in the area of technology integration.

## Technology Strengths

Liestman's technology strengths include:

- 1) Professional development digital learning environment opportunities (# of Instructional Technology PD sessions offered and participated in)
- 2) Teacher Competency/Proficiency Rate (# of teachers who meet district tech competency requirements)
- 3) Digital Learning Classroom Integration (Schoology, Class Dojo, Edmodo or Google Site active classrooms & student enrollment)

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Digital Learning and first line instruction.