

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

Accountability Rating: Met Standard



Mission Statement

Kennedy Elementary, in collaboration with parents and our community, will provide an exemplary education for all students in a safe environment.

Vision

Kennedy Elementary will put children first and do whatever it takes to help children be successful now and in the future.

Value Statement

Kennedy Elementary is committed to the following:

- Continue to seek ways to improve the safety and orderliness of our school environment.
- Provide opportunities to increase staff voice in “Big Rock” decisions.
- Maintain an open-door policy and visibility whenever possible.
- Facilitate the acquisition of resources that support the instructional programs
- Implement fair and consistent discipline practices

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kennedy Elementary opened its doors in the fall of 1975, founded by Alief Independent School District, in honor of an Alief student whose mother worked as a nurse for the district. Student enrollment is approximately 727 students with about 61% of those students being Bilingual, 89% being free/reduced lunch, and 11 (1st-4th graders) being identified as Gifted and Talented.

Demographics Strengths

Our strengths include:

- Attendance
- Family Engagement
- Consistency of neighborhood (established homes)

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Kennedy, we have a high population of English Language Learners and students that are new to the country.

Student Achievement

Student Achievement Summary

The following programs are in place to meet the needs of all students in the 2018-19 school year.

- RtI and STAT (monthly STAT meetings)
- Computer interventions (iStation, iready)
- Long Term Planning days
- District Common Assessments (DCA)
- Kennedy Common Assessments (KCA)
- Data Analysis using DMAC
- Circle Assessment (Pre-K)
- Grade level tracking sheets

Student Achievement Strengths

Reading/Language Arts Strengths for Kennedy:

- Weekly planning sessions with teachers
- Long range planning sessions
- Interventionists collaborating with classroom teachers to identify students who would benefit from their program
- Teachers using DCA, KCA results to drive instruction
- Small group instruction targeted to individual needs
- Small group instruction binders used daily by teachers
- Additional support provided by the Instructional Leadership Team (ILT) through programs such as Title I, coaching, modeling, and collaborative instruction
- Writing integrated in all content areas
- Teams formed to ensure systematic writing progress in K - 4th grades
- Student work samples viewed at PLC

Math Strengths for Kennedy:

- Weekly planning sessions with teachers
- Long range planning sessions
- Math content specialists collaborating with classroom teachers to identify students who would benefit from math interventions

- Teachers using Math-In-Focus, DCA, KCA results to drive instruction
- Additional support provided by the Instructional Leadership Team (ILT) through programs such as coaching, modeling, and collaborative instruction

Social Studies Strengths for Kennedy:

- Thinking Maps and Anchor Charts are incorporated into Social Studies Lessons to extend thinking.
- Pearson Digital Online Resources available to all K-4th grade teachers to seamlessly integrate technology into their weekly instruction.

Science Strengths for Kennedy:

- Science is being taught 45 minutes every day in Kindergarten through 4th Grade and being introduced in Pre-K everyday.
- Thinking maps being utilized in science classrooms
- Science notebooks being used in Kindergarten through 4th grade
- Increased PLC and long range planning time for science
- Fourth grade classes connecting science and writing
- StemScopes supports the Five E model for all grade levels.

ELL Strengths for Kennedy:

- Teacher training in SIOP
- Data driven instruction
- Explicit Vocabulary Instruction
- Monthly SIOP walkthrough feedback
- English Language Development (ELD) interventions pull out/push in

Special Education/Section 504 strengths for Kennedy:

- In-class support
- Spelling inventories and personal spelling lists for students with IEPs
- Dyslexia intervention with identified students
- Snap and Read Computer Program
- Accelerated instruction provided
- Inclusion is taking place in all grades

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: ELL's and SE students are performing below the expected level on district assessments and STAAR

School Culture and Climate

School Culture and Climate Summary

Several strategies and initiatives have been implemented to address and influence student behaviors. These include: a focus on the positive by rewarding students with awards assemblies, principal's breakfast (All A honor roll), cougar of the week, positive behavior referrals, Kindness club links, Behavior celebrations, and have after school clubs. After reviewing data from Alief ISD Campus Offense Incidents Summary Report the results shows an increase in Office Referrals for Physical Aggression but a decrease in the overall sum of office referrals by 151 office referrals. (2017-18)

School Culture and Climate Strengths

Strengths

- CHAMPS and Boys Town Skills has been implemented schoolwide.
- Teachers who have had Student Assistance Program (SAP) training are implementing it in the classroom.
- The ACE Club serves selected 4th grade boys.
- The GAP Club serves selected 4th grade girls.
- Student Council serves 4th grade students.
- After school enrichments such as STEM Club, Carpentry Club, Kindness Club and Learning Together
- Guest Speakers and Special Programs for: Anti-Bullying, Drug Free Schools and Career Week.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The discipline referrals for physical aggression continue to be more than a quarter of all referrals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Kennedy Elementary will continue to strive for the highest quality staff. In order to support our teachers, we will continue to have weekly planning meetings with support from content specialists to ensure grade level TEKS are being implemented. Each grade level will also continue to participate in Professional Learning Communities (PLC) to analyze data, determine desired results, and create a plan for small group and whole class intervention strategies. Campus professional development will also be used to build capacity in teachers and is based on need.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- All but 3 Classroom Teacher remained at Kennedy this year.
- Struggling teacher's supported through mentoring and ILT
- Morale building and team building activities take place throughout the year.
- PLC team planning and Long Range Planning support teachers in first line instruction.
- Continuous opportunities for Professional Development help ensure that staff members continue to refine their skills.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Highly qualified teachers are difficult to recruit.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Kennedy Elementary staff members strive for continuous student growth through the implementation of the following

- Current Texas TEKS
- Alief ISD Pacing Guides
- Exemplary first line instruction
- Ongoing student assessment
- Data driven instruction

Curriculum, Instruction, and Assessment Strengths

Strengths:

Student achievement is directly linked to curriculum, instruction, and student assessment. Kennedy has many programs in place to support and continuously improve:

- First line instruction
- Implementation of TEKS/Pacing Guides
- Development/use of Kennedy Common Assessments
- Interventions/RtI

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: ELL's and SE students are performing below the expected level on district assessments and STAAR

Parent and Community Engagement

Parent and Community Engagement Summary

Kennedy Elementary has a Family Engagement Center that is open from 9am to 3pm, Tuesday through Friday each week. Our Family Center Liaison organizes classes, activities, and guest speakers throughout the year for parents who come to the center.

Each month there is also at least one Family event outside of the Family Center, either at night or during the school day, to which parents and families are invited. Each semester there are also opportunities for parents to meet with the Principal, or to observe in their children's classrooms.

Parent and Community Engagement Strengths

Strengths:

Kennedy continues to build positive relationships and with parents and the community through various events. Our strengths include:

- Parent participation in the Family Center
- Parents volunteering in different areas throughout the school (VIPS)
- Increase in attendance for evening events
- Administrators and staff provide support for Family Center events
- Off-campus events such as Alief Proud Day
- Informational sessions about parenting, health, community resources, safety, and academics
- Community partnerships with organizations such as the Star of Hope and Rice University provide opportunities for field trips for Student Council members, GT students, and all 4th grade students.
- Jumpstart Program for three years olds
- Rosetta Stone software Program for language development for parents

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents do not have a high attendance for academic nights.

School Context and Organization

School Context and Organization Summary

The Master Schedule here at Kennedy Elementary is based upon self-contained and blocked classes (in 2nd, 3rd and 4th grades) in every grade level. Our staff is 100% highly qualified, and 93% of our classroom teachers were here last year. Many of our teachers have taught multiple grades over the years, which provides a real understanding of vertical alignment in instruction.

Kennedy has a strong Instructional Leadership Team (ILT) which includes specialists in math, reading, science, social studies, technology, RTI, special education (in class support), and interventionists. The ILT participates in ongoing Professional Development Training related to their areas of specialization, which allows them to assist teachers with planning, provide training, model lessons, conduct PLCs and offer coaching and guidance as needed.

Kennedy Staff Members serve on a variety of committees, are elected to the SDC, and actively participate in team planning, PLCs, and Professional Development throughout the year. This allows staff members to analyze student data, reflect on current practices, and make decisions regarding assessment and instruction which are designed to improve student performance.

Our Family Engagement Center takes a leadership role in providing opportunities for parents to become involved in the life of our school. Parents are also encouraged to serve on the FAME Committee and on the SDC.

School Context and Organization Strengths

Strengths:

- Kindergarten schedule allows students to have a break in their academic instruction by scheduling Block Specials in the middle of the day.
- Computer interventions are provided for targeted practice in reading and math.
- Monthly special events for families, including Family Nights or daytime events such as Sing-alongs and Field Day.
- Learning Together program supports 2nd and 4th grade students.
- Additional PK aide to help support students instructionally

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Staff typically need to be persuaded to facilitate a club or group.

Technology

Technology Summary

Technology Smart Goal: Kennedy will be ranked as recognized or exemplary on the Digital Learning Environment indicator as it pertains to the Student and Engagement Accountability System.

Technology Strengths

Strengths:

Kennedy Elementary has a well-balanced amount of technology to support classroom learning. Teachers use interactive boards in conjunction with document cameras to teach content. Students utilize computers in their classroom for small group rotations. Aside from in-classroom technology, teachers can check out laptops or science iPads to do research, projects, or extensions. Teachers can also go to the library and work on laptops or library iPads.

Problem Statements Identifying Technology Needs

Problem Statement 1: Our campus infrastructure is unable to support a large number of devices.