

Houston Independent School District 287
Rufus Cage Elementary School 2024-2025
Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
School Culture and Climate	4
Parent and Community Engagement	5
Priority Problems of Practice	6
Comprehensive Needs Assessment Data Documentation	7
Key Actions	8
Key Action 1: We will grow staff capacity to improve student achievement by raising the level of teacher-student engagement.	8
Key Action 2: Improve student achievement in Reading/Language Arts & Math by implementing with fidelity the Eureka and Amplify curriculum.	10
Key Action 3: Improve student achievement of SPED and EB students by ensuring proper accommodations and supports are provided to our students.	13
State Compensatory	16
Budget for 287 Rufus Cage Elementary School	16
Personnel for 287 Rufus Cage Elementary School	16
Addendums	17

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

1. High-Quality Instructional Materials (HQIM) allow students to engage more deeply and meaningfully with our state standards and supports teachers in ensuring all students have access to high-quality and rigorous grade-level content. Student outcomes improve when they have greater access to: grade-appropriate assignments; strong instruction; deep engagement; and teachers with high expectations. HQIM provides teachers with a foundational resource that ensures all students will have access to rigorous, grade level content. Formative assessments used daily such as demonstrations of learning (DOL) allow teachers to gauge student mastery and make necessary changes to ensure students are indeed demonstrating mastery of the taught curriculum. 2. Effective classrooms routines such as Multiple Response Strategies are utilized in order to ensure all students are actively engaged. The strategies used are: response cards, whip-around, modified whip-around, think-pair-share, table talk, quick response, white boards, and oral/choral response. These strategies are expected to be used by teachers every four minutes to ensure students are actively engaged in the classroom. 3. Data is disaggregated during PLC to determine areas of strength and areas for improvement. Teachers and leaders are using data from NWEA, Dibels, and unit assessments to drive instruction in the classroom and provide interventions to close instructional gaps.

Student Achievement Strengths

Based on the Fall 2023-2024 NWEA MAP scores, it's evident that there are disparities in both math and reading proficiency among students, indicating an achievement gap. In terms of Reading Language Arts, third-grade students are situated at the 33rd percentile. Specifically, 26% of third-grade students scored within the 1st-20th percentile range, while 34% were in the 21st-40th percentile range. Additionally, 32% of third-grade students performed in the 1st-20th percentile. In Math, third-grade students achieved at the 29th percentile during the Fall 2023-2024 assessment period. These findings highlight the need for targeted interventions and support within our school campus to address these gaps and ensure equitable educational outcomes for all students. Furthermore, in STAAR Math in 2023, 22% of students did not meet standards, and 21% did not meet standards in STAAR Reading in 2023, emphasizing the urgency of addressing these academic challenges.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Emergent bilinguals are not meeting the TELPAS target growth measures. **Root Cause:** Lack of effective and consistent formal English reading and language instruction in the bilingual classrooms.

Problem of Practice 2: Classroom instruction is not engaging for all learners **Root Cause:** There is not a clear alignment of the Learning Objective; Demonstration of Learning, and student effective engagement practices which resulting in lack of preparedness to provide high quality instruction, the first time which has led to student boredom, poor engagement, low level learning, and activity without mastery.

Problem of Practice 3: There is not a consistent system being utilized to analyze student data to help teachers drive classroom instruction. **Root Cause:** Leaders and teachers are not looking at proper quantitative and qualitative data to drive instruction. Therefore, student data is difficult to consistently interpret, and instruction is based on teacher discretion and there is no prioritization of objectives to meet student needs based upon learning gaps as the year progresses therefore students are not meeting standards and objectives.

School Culture and Climate

School Culture and Climate Summary

1. Staff generally describes our school climate as one that focuses on being student centered. Students describe our school as being a safe place to learn. 2. There is a positive relationship between our students' behavior and the culture of our school. We have a low number of behavior incidents which require intensive intervention. 3. Our teachers have systems in place which allow students to remain engaged and out of trouble. 4. We have a large number of EB students and families, they report the school meets their needs by having translators and sending communication in both English and Spanish. 5. Our students and teachers report feeling safe in our school. Our front office staff and teachers constantly review safety protocols and ensure all visitors have a visitor pass. 6. Our low rate of behavior incidents indicate our teachers and administrators have systems in place which allow for a decreased number of behavior referrals.

School Culture and Climate Strengths

Reading and Math in grades third and fourth grade showed the largest area of strength and improvement.

Yes, our campus has improved over the last year in student achievement in all core subject areas. We are awaiting final TEA released school report cards.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Poor engagement is affecting learning outcomes. **Root Cause:** The root cause of our below-state standards student achievement is that a lack of student engagement is inhibiting student learning. Engagement varies significantly between classes and among students, but the school has large numbers of students demonstrating a disconnection from their class work. Teachers are seeking training and support to improve their success at engaging students.

Problem of Practice 2: Instructional design is not serving student needs. **Root Cause:** Our test data indicates a need to change our instructional methods in order to be more successful with the students we serve. Despite efforts by our teachers to make their classes interesting for students, the majority of classes are teacher-centered and dependent upon worksheets. They don't focus on student experiences.

Parent and Community Engagement

Parent and Community Engagement Summary

1. Parents don't feel comfortable leading activities at the school. We aim to provide family nights where they can lead the activities with their children. 2. Most parents involved are those who don't work and are stay home moms, but they are still reluctant to lead initiatives at the school. 3. Barriers that prevent greater parental involvement is the financial struggle that most of our families endure as our community is over 98% low-income. 4. We partner with Texas Children's mobile clinic and with a local church to support families who are in need of medical help and/or food assistance.

Parent and Community Engagement Strengths

1. We are engaging parents by communicating with them in English and Spanish using Class Dojo and by sending call outs in both languages. 2. In the past year we have increased the number of parent events held at the school and we are getting more parents comfortable at the school.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Parents are hesitant to join leadership roles in our Parent Teacher Organization. **Root Cause:** Parents do not feel empowered to led activities at the school.

Problem of Practice 2: Parents are not getting involved due to not being able to read and/or write. **Root Cause:** We have staff who help parents with completing forms they need to request support services.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Key Actions

Key Action 1: Improve the quality of instruction in mathematics in grades K-5.

Strategic Priorities: Quality of Instruction

Indicator of Success 1: The NWEA BOY Math K-5 average student achievement of 51% on BOY will increase to 56% on EOY. Achievement gain of 10% on NWEA MAP in fourth and fifth grade for Emergent Bilingual students between BOY and EOY. (Fourth and fifth grade are focus grade levels due to the Dual Language implementation through third grade for this school year, and the low scores on BOY at those grade levels.)Average Spot scores will improve at least one proficiency level for 90% of teachers between September and April.

Specific Action 1 Details		Reviews			
Specific Action 1: Campus focus will be in high quality instruction. School Leaders' Actions (Principal, Associate Principal, Deans, Instructional Coaches, Curriculum Directors) Develop a comprehensive plan for redistributing human resources to support targeted math instruction and interventions, ensuring equitable support across grade levels. Implement a campus-wide plan for Zearn utilization and goal achievement. Conduct regular on-the-spot coaching sessions focusing on high-leverage action items for math instruction. Facilitate data-driven Professional Learning Communities (PLCs) weekly, with campus leaders identifying target TEKS (Texas Essential Knowledge and Skills) for instructional support. Staff Actions Core teachers will implement the NES-A curriculum with fidelity.		Formative			Summative
		Feb	Mar	Apr	June
		<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Key Action 1: We will grow staff capacity to improve student achievement by raising the level of teacher-student engagement.

Indicator of Success 2: 75% of teachers will receive a score of 2 or higher on the use of multiple response strategies by December 2024. This percentage will increase to 90% by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will make sure that every classroom has effective check for understanding strategies, School Leaders' Actions Conduct effective PLC's on specific multi-response action strategies based on Eureka and Amplify curriculum. Train teachers on Learning Secure Accelerated Enrichment (LSAE) model on or before September 1, 2023. Staff Actions Teacher will implement the LSSAES model across and receive feedback for appraisers at least twice a month Teachers will attend weekly PLC's and engage in at-bats to model multi-response action strategies.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Key Action 2: Improve the quality of instruction in reading in grades K through 5.

Strategic Priorities:
Quality of Instruction in Reading

Indicator of Success 1: The NWEA MAP Reading K-5 average student achievement measure for students at Cage Elementary School will increase from 40% at BOY to 53% at EOY. Achievement gain of 10% on NWEA MAP in fourth and fifth grade for Emergent Bilingual students between BOY and EOY. (Fourth and fifth grade are focus grade levels due to the Dual Language implementation through third grade for this school year, and the low scores on BOY at those grade levels.) Average Spot scores will improve at least one proficiency level for 90% of teachers between September and April.

Specific Action 1 Details		Reviews			
Specific Action 1: School leaders will ensure progress and mastery. School Leaders' Actions Develop a comprehensive plan for redistributing human resources to support targeted math instruction and interventions, ensuring equitable support across grade level. Conduct regular on-the-spot coaching sessions focusing on high-leverage action items for math instruction. Facilitate data-driven Professional Learning Communities (PLCs) weekly, with campus leaders identifying target TEKS (Texas Essential Knowledge and Skills) for instructional support. Staff Actions Ensure 100% implementation of the NES curriculum and instructional model by all teachers, providing consistency and alignment across classrooms. Monitor and encourage completion of Zearn lessons by students, providing necessary support and incentives. Deliver High-Quality Instruction (HQI) and promptly implement feedback provided by instructional leaders. Deliver High-Quality Instruction (HQI) and promptly implement feedback provided by instructional leaders. Utilize NWEA BOY and MOY data to inform instructional practices and adapt teaching strategies to meet student needs effectively.		Formative			Summative
		Feb	Mar	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

Key Action 2: Improve student achievement in Reading/Language Arts & Math by implementing with fidelity the Eureka and Amplify curriculum.

Indicator of Success 2: By May 2024, 90% of 3rd-5th grade students will perform at or above benchmark on the NWEA MAP assessment.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will ensure that students are performing. School Leaders' Actions Provide teachers with specific bite-sized, cycles of improvement based on On-The-Spot Observations. Teacher will have at least 6 cycles of improvement a school year. Staff Actions Teachers will ensure each students sets personal goals for mid-year and end of the school year in core in RLA and Math.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Key Action 2: Improve student achievement in Reading/Language Arts & Math by implementing with fidelity the Eureka and Amplify curriculum.

Indicator of Success 3: By May 2024, 90% of Kinder-5th grade students will perform at or above benchmark on End-of-Unit Eureka assessments.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus effort will be in providing support to each teacher to reach campus goals. School Leaders' Actions Provide coaching to teachers and opportunities to observe master teachers to improve their teaching craft. Staff Actions Teachers will Tier their students to ensure differentiated instruction is taking place during the LSSAE block.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Key Action 3: Improve academic outcomes for Emergent Bilingual students in English RLA and Math in grades four and five.

Strategic Priorities: Improve Academic Outcomes for Bilingual Students.

Indicator of Success 1: EB students in grades four and five will show ten percent growth in English RLA between BOY and EOY on NWEA MAP assessments. EB students in grades four and five will show ten percent growth in Math between BOY and EOY on NWEA MAP assessments. By May 2025, 60% of EB teachers will score 8/10 in Domain II (Monitor and Adjust and Engage and Deliver) of the spot, as measured by the monthly average spot score. By May 2025, 100% of eligible EB students complete the TELPAS assessment with no lapses in compliance.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
<p>Specific Action 1: Monitor the implementation of Zearn and Summit K12 in grades four and five. Document in SPOT observations how language supports are included in instruction for students in grades four and five to provide evidence of effectiveness. Continuously monitor and adjust intervention schedules for students EB students based on ongoing assessment data and evolving learning needs. Design and deliver professional development that targets language acquisition and learning needs of EB students</p> <p>School Leaders' Actions Monitor the implementation of Zearn and Summit K12 in grades four and five. Document in SPOT observations how language supports are included in instruction for students in grades four and five to provide evidence of effectiveness. Continuously monitor and adjust intervention schedules for students EB students based on ongoing assessment data and evolving learning needs. Design and deliver professional development that targets language acquisition and learning needs of EB students</p> <p>Staff Actions Consistently meet with instructional coaches to collaborate and review learning goals, Demonstrations of Learning (DOL) results, and progress monitoring data, fostering alignment and accountability. During weekly Professional Learning Communities (PLCs), teachers and staff will review student data and pacing guides to ensure instructional delivery and interventions are responsive to students' evolving needs. Implement data trackers and regularly monitor student progress, identify areas for growth, and make instructional decisions based on data points</p>				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

Key Action 3: Improve student achievement of SPED and EB students by ensuring proper accommodations and supports are provided to our students.

Indicator of Success 2: By May 2024, 90% of 3rd-5th grade SPED students will perform at or above benchmark on the NWEA MAP assessment.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will make sure that the proper accommodations are in place for the students needing it. School Leaders' Actions SPED and EB teachers will meet in December to measure effectiveness of accommodations and make changes for the Spring 2024 semester as needed. Staff Actions Teachers will Tier their SPED and EB students to ensure differentiated instruction is taking place during the LSSAE block.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Key Action 3: Improve student achievement of SPED and EB students by ensuring proper accommodations and supports are provided to our students.

Indicator of Success 3: By May 2024, EB students will improve at least one English proficiency level as assessed by TELPAS composite scores.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus will be in TELPAS. School Leaders' Actions Ensure monthly progress monitoring is taking place for SPED and EB students and teachers are responding to data accordingly. Staff Actions Teachers will meet once every two weeks with support staff to ensure accommodations and supports are routinely provided.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

State Compensatory

Budget for 287 Rufus Cage Elementary School

Total SCE Funds: \$471,300.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

Personnel for 287 Rufus Cage Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bernitra Milton	NES-A Teacher Apprentice ES	1
Christina Douglas	NES-A Learning Coach ES	1
Donna Bernelle	NES-A Learning Coach ES	1
Jacqueline London	NES-A Teacher Apprentice ES	1
Jocelyn Castillo	NES-A Learning Coach ES	1
Karen Gray	NES-A Teacher Apprentice ES	1
Vanessa Costilla	NES-A Learning Coach ES	1

Addendums

Texas Education Agency
2022 School Report Card
HARRIS R P EL (101912167) - HOUSTON ISD - HARRIS COUNTY

School Information

District Name:	HOUSTON ISD
Campus Type:	Elementary
Total Students:	551
Grade Span:	PK - 05

For more information about this campus, see:

<https://TXschools.gov>





or the Texas Academic Performance Report at:

<https://rptsrv1.tea.texas.gov/perfreport/tapr/2022/index.html>

Overall Performance Details







This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Overall Rating	Student Achievement	School Progress	Closing the Gaps
			
69 of 100	45 of 100	72 of 100	62 of 100

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.

					
Academic Achievement in English/Language Arts/Reading	Academic Achievement in Mathematics	Academic Achievement in Science	Top 25% : Comparative Academic Growth	Top 25% : Comparative Closing the Gaps	Postsecondary Readiness

Texas Education Agency
2022 School Report Card
HARRIS R P EL (101912167) - HOUSTON ISD - HARRIS COUNTY

Student Information

This section provides demographic information about HARRIS R P EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	90.9%	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	14.7%	22.1%	12.8%
Hispanic	84.2%	61.9%	52.8%
White	0.9%	9.7%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	0.0%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.2%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	96.6%	79.2%	60.7%
Special Education	4.5%	8.4%	11.6%
Emergent Bilingual/EL	64.6%	35.1%	21.7%
Mobility Rate (2020-21)			
	26.1%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	23.2	18.2	18.7
Grade 1	25.9	15.7	18.7
Grade 2	22.4	15.4	18.6
Grade 3	24.3	14.4	18.7
Grade 4	19.1	13.7	18.8
Grade 5	17.9	14.0	20.2
Grade 6	-	19.1	19.2
Secondary			
English/Language Arts	-	17.6	16.3
Foreign Languages	-	22.7	18.4
Mathematics	-	21.2	17.5
Science	-	21.5	18.5
Social Studies	-	22.8	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

	Campus	District	State
Instructional Expenditure Ratio			
	n/a	63.8%	64.2%
Instructional Staff Percent			
	n/a	58.1%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,549	\$10,524	\$11,106
Instruction	\$5,732	\$5,989	\$6,358
Instructional Leadership	\$83	\$185	\$186
School Leadership	\$726	\$749	\$654

Texas Education Agency
2022 School Report Card
HARRIS R P EL (101912167) - HOUSTON ISD - HARRIS COUNTY

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. Please note that due to the cancellation of spring 2021 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)											
All Subjects	2022	74%	69%	32%	32%	33%	30%	-	-	-	32%
	2021	67%	57%	24%	15%	26%	20%	-	-	-	23%
ELA/Reading	2022	75%	70%	35%	34%	35%	*	-	-	-	35%
	2021	68%	60%	30%	23%	31%	*	-	-	-	29%
Mathematics	2022	72%	67%	34%	31%	34%	*	-	-	-	34%
	2021	66%	53%	21%	15%	22%	*	-	-	-	20%
Science	2022	76%	68%	20%	25%	20%	*	-	-	-	19%
	2021	71%	59%	27%	0%	33%	-	-	-	-	25%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)											
All Subjects	2022	48%	43%	14%	11%	15%	20%	-	-	-	15%
	2021	41%	33%	8%	3%	9%	0%	-	-	-	7%
ELA/Reading	2022	53%	49%	18%	17%	17%	*	-	-	-	18%
	2021	45%	38%	9%	5%	10%	*	-	-	-	9%
Mathematics	2022	42%	38%	12%	9%	13%	*	-	-	-	12%
	2021	37%	27%	7%	3%	8%	*	-	-	-	7%
Science	2022	47%	39%	10%	0%	13%	*	-	-	-	10%
	2021	44%	33%	7%	0%	9%	-	-	-	-	6%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)											
All Subjects	2022	23%	21%	5%	4%	5%	0%	-	-	-	5%
	2021	18%	15%	2%	0%	3%	0%	-	-	-	2%
ELA/Reading	2022	25%	24%	6%	3%	7%	*	-	-	-	6%
	2021	18%	16%	3%	0%	3%	*	-	-	-	3%
Mathematics	2022	20%	19%	5%	6%	5%	*	-	-	-	4%
	2021	18%	13%	3%	0%	3%	*	-	-	-	3%
Science	2022	21%	17%	3%	0%	4%	*	-	-	-	3%
	2021	20%	14%	1%	0%	2%	-	-	-	-	1%
Academic Growth Score (All Grades Tested)											
Both Subjects	2022	74	78	70	77	68	67	-	-	-	70
	2019	69	68	70	60	71	-	-	-	-	70
ELA/Reading	2022	78	81	65	88	59	-	-	-	-	64
	2019	68	68	66	70	66	-	-	-	-	66
Mathematics	2022	69	75	74	67	76	-	-	-	-	74
	2019	70	68	74	50	75	-	-	-	-	74

* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.