

Houston Independent School District
167 Roland P. Harris Elementary School
2023-2024 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 167 Roland P. Harris Elementary School	16
Personnel for 167 Roland P. Harris 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

1. Based on a comparison between STAAR Reading/Language Arts scores from 2022 to 2023, 3rd grade reading approaches went from 35% to 57%; 4th grade reading approaches from 26% to 36%; 5th grade reading approaches from 49% to 54% approaches. In math approaches in 3rd grade went from 19% to 51%; 4th grade math from 20% to 40%; 5th grade math from 59% to 53%; science went from 23% to 31% approaches. Scores increased in all areas with the exception of 5th grade math which decreased 6 percentage points. 2. Academically our student achievement grew the most in 3rd and 4th grade reading and math. We attribute this improvement to the implementation of the Eureka curriculum in math and to the small group interventions provided to students who were reading below grade level. 3. We saw the greatest improvement in third grade math. Students gained 32 percentage points in approaches in that grade level.

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

Strategic Priorities:





Cultivating Team HISD Talent

Indicator of Success 1: 75% of the scores on-the-spot observations conducted in December 2034, will be proficient or higher in the delivery of high-quality instruction; that percentage will increase to 90% by May 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus focus will be in high quality instruction.</p> <p>School Leaders' Actions</p> <p>Train teachers on the Daily On-the-Spot Observation tool which will provide meaningful written feedback. Create a system for returning to the classroom in a week to ensure feedback is being implemented.</p> <p>Based on-the-Spot Observations data, selected teachers will receive differentiated professional development on best instructional practices on core subject areas during PLC's or vertically aligned meetings.</p> <p>Staff Actions</p> <p>Core teachers will implement the NES-A curriculum with fidelity.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</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 2023. 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>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By May 2024, 90% of Kinder-2nd grade students will perform at or above benchmark on the DIBELS assessment.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will ensure Early Childhood is progressing towards mastery. School Leaders' Actions Hold data-driven PLC meetings after End-of-Unit Eureka and RLA assessments to ensure teachers are differentiating instruction for all students during the LSSAE block. Staff Actions Teachers will ensure each student has a personalized data folder where they track their reading and math achievement at least once-a-month.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

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			
<p>Specific Action 1: Campus will ensure that students are performing.</p> <p>School Leaders' Actions</p> <p>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.</p> <p>Staff Actions</p> <p>Teachers will ensure each students sets personal goals for mid-year and end of the school year in core in RLA and Math.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</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 student achievement of SPED and EB students by ensuring proper accommodations and supports are provided to our students.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: By May 2024, 90% of Kinder-2nd SPED students will perform at or above benchmark on the DIBELS assessment.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus focus is going to be about SPED students to reach their goals.</p> <p>School Leaders' Actions</p> <p>Administrators, SPED Teachers, and Inclusion teachers will meet to go over all the IEP accommodations for each student and set up a system to check them during On-the-Spot observations.</p> <p>Administrators, Bilingual and ESL teachers will meet to go over EB students and ensure EB accommodations are taking place as well as checking implementation during On-the-Spot observations.</p> <p>Staff Actions</p> <p>Teachers will provide SPED and EB students bags with their necessary accommodations or materials (charts, manipulatives, English/Spanish dictionaries, word walls, etc) for students to use during instruction and assessments.</p> <p>SPED and EB students progress monitoring data will be shared with students and parents to ensure buy-in and necessary interventions are taking place.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  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 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 167 Roland P. Harris Elementary School

Total SCE Funds: \$471,300.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

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Personnel for 167 Roland P. Harris 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://rptsvr1.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



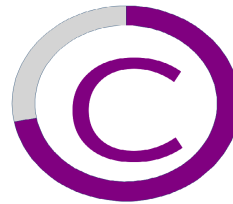
69 of 100

Student Achievement



45 of 100

School Progress



72 of 100

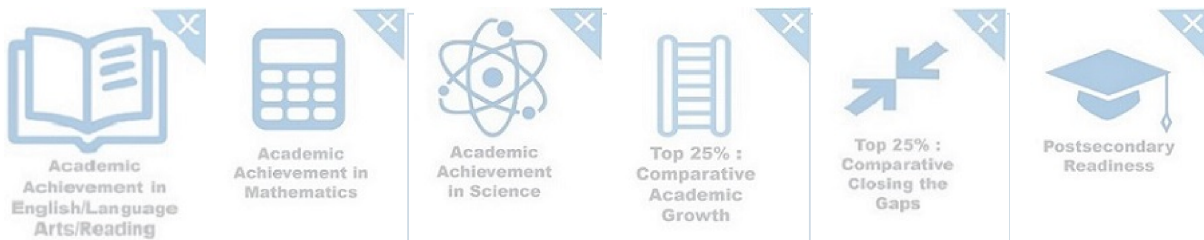
Closing the Gaps



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.



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 there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.												