

Houston Independent School District
195 Lockhart Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

High quality instructional materials are used daily. Instruction is taught at grade level.

Effective classroom routines used are a focus on quality instruction. MRS strategies to increase student engagement are used.

Multiple sources of data are used to drive instruction. On a daily basis, students take a DOL and that determines what level of instruction or acceleration they receive during the instructional day. In addition, unit assessments and other metrics are used to determine what skills and objectives the students need to master.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

5% Increase in the Meets level in Reading

3% increase in the Meets level in Math

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Students are not reading on grade level by the end of 1st grade. **Root Cause:** Gaps in literacy are not being closed.

School Culture and Climate

School Culture and Climate Summary

Staff and students generally describe the school climate as welcoming and inclusive. They often note a strong sense of community and support. Students appreciate the positive relationships with their teachers and peers, emphasizing a sense of belonging. Staff commthere appears to be a relationship between culture, climate, and student behavior. With the implementation of our house system, dress-up days, student and teacher reward system, and community support there are typically lower rates of absenteeism, tardiness, and disciplinary issues. We utilize more incentives such as lion cub cash, jean day passes, kind reminders, and positive parent mail. The data suggests a positive culture and climate, there is a lower incidence of disciplinary issues and problematic behaviors. Students tend to be more respectful and cooperative, leading to a harmonious learning environment with students and teachers. Both students and staff generally describe positive attitudes, respect, strong relationships, a sense of belonging, and ample support. However, there might be variations across groups. For instance, some staff members may perceive a higher level of support or respect than others. Additionally, different student groups may report varying degrees of belonging and support, potentially based on grade levels, backgrounds, or specific needs.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The data indicates that in schools with a positive culture and climate, students tend to exhibit better behavior and experience fewer disciplinary incidents. Moreover, students generally report feeling physically safe within the school environment, which is closely related to the overall climate. Data analysis suggests that effective classroom management and organization are negatively correlated with student achievement. Student achievement scores were lower than expected compared to classroom management styles. An average of 85% of teachers and classroom personnel can maintain an effective classroom environment that is conducive to learningonly highlight the collaborative and positive atmosphere that encourages learning and growth.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Problem of Practice Statement: Fostering Inclusivity and Diversity Problem: The school culture and climate lack inclusivity and diversity, leading to feelings of exclusion, bias, and discrimination among students and staff. Solution: Develop and implement strategies to promote inclusivity, celebrate diversity, and address biases within the school community, creating a more welcoming and equitable.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The data show that student achievement scores are consistently below the expected standards. This suggests that teachers may not be effectively imparting knowledge and skills to their students, leading to poor academic outcomes.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Staff turnover rates in 2022 were at 7% with 3 staff members transferring to different campuses. Retention rates among teachers are at 93% and attendance rates for teachers in 2022 were at 88%.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Teachers pursue other opportunities. **Root Cause:** There is a lack of mentorship and career development programs, resulting in a sense of stagnation in their roles.

Parent and Community Engagement

Parent and Community Engagement Summary

According to parent survey data most parents have a positive outlook on community engagement with the school.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Key Actions





Key Action 1: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 36% to 46% by the end of the 2024 school year.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 36% to 46% by the end of the 2024 school year.

Specific Action 1 Details		Reviews			
Specific Action 1: Increase teacher capacity in reading. School Leaders' Actions * Admin and teachers will monitor student growth by looking at the Diagnostic Growth report and work side-by-side with teachers to create a plan for students needing intervention * Admin will create a rubric for Demo Day that rates the level of high expectations for lessons/activities and utilize the tool to provide feedback to teachers during PLCs * Admin and instructional staff will engage in regular recognition and celebrations of student achievements, growth, and efforts aligned with high expectations, including awards ceremonies, honor roll, certificates, and public recognition of students who exemplify high levels of achievement Staff Actions * Ensure that students are using district-provided digital platform during workstations, intervention, and before/after school, for a total of 90 mins per week for Reading and are passing 80% of lessons * Provide intervention lessons for students who do not pass two consecutive lessons in district-provided digital platform * Use data to determine specific academic deficits to be addressed during intervention * Engage in respectful and inclusive interactions with students * Collaborative planning and sharing of best practices among teachers and staff members to contribute to a culture of high expectations and continuous improvement * Consistently set high expectations for all students, evidenced by rigorous academic tasks, challenging assignments, and opportunities for student to excel * Demonstrate belief in students' abilities, encourage them to strive for excellence, and provide appropriate support to help students meet and exceed expectations		Formative			Summative
		Feb	Mar	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Key Action 2: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 14% to 21% by the end of the 2024 school year.

Indicator of Success 1: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 14% to 21% by the end of the 2024 school year

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		Feb	Mar	Apr	June
<div> <div>0%</div> No Progress <div>100%</div> Accomplished <div>→</div> Continue/Modify <div>✗</div> Discontinue </div>					

Key Action 3: The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase from 14% to 20% by the end of the 2024 school year.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase from 14% to 20% by the end of the 2024 school year.





Specific Action 1 Details	Reviews			
Specific Action 1: Increase teacher capacity in science instruction school wide. School Leaders' Actions Conduct lesson internalization PLC with teachers. Provide on the spot coaching and feedback. Provide professional development in science curriculum. Staff Actions Attend professional development. Implement coaching and feedback provided by campus administration.	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 4: The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from ____% to ____% by the end of the 2024 school year.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Students will meet goals on progress monitoring reports.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: The quality of instruction with a focus on individual needs of students being served in special education will increase.</p> <p>School Leaders' Actions</p> <p>* Oversee professional development on proper IEP development/implementation and ARD protocols for SPED and general education teachers * Regularly assess and monitor students' progress towards their IEP goals and objectives * Provide professional development on effective implementation of the Co-Teaching Model during push in support for SPED and general education teachers * Monitor implementation of the co-teaching model and quality of instruction of the SPED teacher during pull out support * Actively participate in ARD meetings to ensure IEP goals are rigorous for students * Review SPED student assessment data and district-provided digital platform, growth reports (ongoing) to identify an individualized plan of action for each SPED student that ensures growth * Provide consistent side-by-side coaching to all teachers to support students with an IEP * Utilize the spot check rubric to provide feedback to SPED teachers regarding the quality of their instruction Specific actions - staff (What specific action steps will the staff take to accomplish the objective?)</p> <p>Staff Actions</p> <p>* General education teachers will collaborate with the SPED teachers on effectiveness of accommodations during PLC's * All teachers will utilize accommodations, IEPs and supplemental instruction with SPED students * Develop and implement comprehensive IEPs that address each student's unique learning needs, strengths, and challenges * Collaborate with parents, support staff, and related service providers to co-plan and co-teach lessons and set specific goals and objectives tailored to the student's abilities * Implement differentiated instruction and MRSs that provide multiple pathways for learning and accommodate diverse learning styles, abilities and interests * Modify instructional materials, adapt assignments, and provide appropriate scaffolding and support to meet each student's individual needs</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

State Compensatory

Budget for 195 Lockhart Elementary School

Total SCE Funds: \$32,250.00

Total FTEs Funded by SCE: 0.5

Brief Description of SCE Services and/or Programs

Lockhart Elementary School uses State Compensatory Education funds to support At-Risk students. We fund 1 fourth grade full time teaching position. Additionally funds are used for tutorials for students who are at risk of failing. Classroom supplies are used to support student success as well.

Personnel for 195 Lockhart Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lauren Shackelford	Tchr, Fourth Grade	0.5