

Houston Independent School District
172 Nathaniel Q. Henderson Elementary School
2021-2022 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Demographics	3
Student Learning	4
School Processes & Programs	5
Perceptions	7
Priority Problems of Practice	8
Comprehensive Needs Assessment Data Documentation	9
Board Goals	11
Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.	12
Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.	14
Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.	16
Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.	17
Board Goal 5: Additional Campus Goals	19
Comprehensive Support Measurable Objectives	29
Targeted Support Measurable Objectives	30
State Compensatory	31
Budget for 172 Nathaniel Q. Henderson Elementary School	32
Personnel for 172 Nathaniel Q. Henderson Elementary School	32
Title I Schoolwide Elements	32
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	33
1.1: Comprehensive Needs Assessment	33
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	33
2.1: Campus Improvement Plan developed with appropriate stakeholders	33
2.2: Regular monitoring and revision	33
2.3: Available to parents and community in an understandable format and language	34
2.4: Opportunities for all children to meet State standards	34
2.5: Increased learning time and well-rounded education	34
2.6: Address needs of all students, particularly at-risk	35
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	35
3.1: Develop and distribute Parent and Family Engagement Policy	35
3.2: Offer flexible number of parent involvement meetings	36
Addendums	36

Comprehensive Needs Assessment

Needs Assessment Overview

This year's goal for Nathaniel Q. Henderson Elementary is to maintain an overall rating of a B. We must increase the "meets the grade level" criteria. The goal for each subject area includes considerable growth in Domain I, II, and III. Our priority is to meet the needs of all students. One of the goals is to increase overall percentage of student achievement in each domain, develop school leaders, retain high quality teachers, and to implement the districts curriculum by focusing on objective driven lessons. We will increase student achievement by providing quality Tier I instruction in all subject areas. All teachers will participate in professional development to increase proficiency areas. Campus interventions will be implemented and teachers will receive coaching and resources to create lesson plans and data driven instruction. The vision is to have a nurturing environment for all students and to create opportunities for teachers to grow and build capacity.

Demographics

Demographics Summary

Nathaniel Q. Henderson is located at 701 solo Street in the Fifth Ward community of Houston in close proximity to downtown. We are a neighborhood school. Our programs include ESL, Special Education, BSC, Dyslexia reading by Design, and Level Up. We serve Pre K3-5th grade scholars.

Our students include: 9% EL, 6% SPED, 0% GT, 36% over age scholars, 27% Hispanic, 86% African-American, and 94% economically disadvantaged. As of the 2020 - 2021 school year, our staff serves the community of 207 scholars of which 44% are male and 56% are female. The average size is 23 students. The Student and teacher ratio is 1 to 23. The attendance rate is 84%. The wraparound specialist and registrar conduct home visits to ensure students are coming to school. However, likely due to COVID - 19, the attendance in 2020 - 2021 was the lowest it has been in the last 3 years.

Our community is mostly made up of income based apartments and single-family homes with multiple children. The neighborhood is majority African-American and Hispanic. Family's require government assistance in regard to basic needs such as housing, food, and clothing. The majority of our families are low income and our stakeholders include parents, staff, and community members.

Demographics Strengths

Our campus is located off Waco and I-10. The school is across the street from Finnigan Park Community Center, Wheatley High School, and paste Park Park. The teachers and staff are involved in the student's Life by calling families for wellness checks. They are highly qualified with experience ranging from one year to 25 years of experience. Teachers are also encouraged to submit SAF forms to the wraparound specialist to assist families in need of food, clothing, supplies, and other essential items.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Low attendance rate causes students to miss instructional time. **Root Cause:** Due to low economic status, lack of resources, and low involvement and limited education of parents, there is little or no value associated with education.

Student Learning

Student Learning Summary

The overall rating for Nathaniel Q. Henderson is a B. In the 2018 - 2019 school year, we received a D in Domain I, a B in Domain II and a C in Domain III. In the district Renaissance 360 English Reading 49% of students are considered urgent intervention, Nathaniel Q. Henderson has 41% urgent intervention in Reading (36 students were not tested). For High Frequency Word evaluation 50 percent of students passed by the third Administration. In the district Renaissance 360 math assessment 33% of students are considered urgent intervention in Math and at Nathaniel Q. Henderson had 43% of students that are in urgent intervention (53 students did not test) . In Math 34% of students are performing at or above grade level. We perform similarly to schools in our area. Due to COVID-19 the learning loss is significant. Our overall attendance average was 84%. Over 50% of our students missed more than 10 days of school.

Student Learning Strengths

Students received quality Tier I instruction daily by teachers who have been trained in essential elements of math and reading. The teachers also provided small group instruction and interventions daily.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Students are not meeting school, district, state standards. **Root Cause:** There is a lack of consistency related to the school leadership. There is also a high teacher turnover rate which causes Tier I instruction to suffer due to inconsistency in professional development.

School Processes & Programs

School Processes & Programs Summary

Nathaniel Q. Henderson provides the following programs: ESL, Special Education, BSC, Dyslexia reading by Design, and Level Up. We serve Pre K3-5th grade scholars. Our mission and vision statements were recently updated to align with program goals. Are school-wide systems such as PLC's, transition, lunch, and recess were created and shared by the leadership team during in- service.

In addition to these programs and systems, we provide support to all scholars. High-risk and urgent intervention scholars are targeted with interventions and after-school tutorials, we also have pull-outs, and summer school.

To prepare students for College and Career Readiness, we have career week where students research and learn about different fields. Visitors come to teach students about a variety of careers that they can choose from.

A technology plan for students is blended learning. The students will use technology in class rotation to stations using Imagine Literacy and Math. The students visit the computer lab at least once a week. The classrooms are equipped with clever boards and document cameras for teachers to deliver lessons. Students may interact with this technology during the lesson cycle by using HMH materials, Nearpod, The Hub, Renaissance 360, MyOn, Reading A to Z, and numerous other clever applications. Students also have access to use email, Microsoft teams, and ItsLearning.

The campus supports teaching by learning in PLCs with At-Bats, Data Digs, and Professional Development. The curriculum and assessments are aligned to the scope and sequence and TEKS. Teachers have agenda boards, timers, and posted daily schedules to maximize instructional time.

In order to recruit, select, and retain highly quality teachers, administration attends District job fairs, College job fairs, and post positions on Applitrack for candidates to view and apply. We select candidates to interview with a panel with administration and teachers. Teachers are assigned positions based on their certification, strength, and grade level preference. We retain high quality educators by providing and maintaining a culture of where all teachers matter and are respected. We have developed a campus culture committee that focuses on support of teachers and how they can continue to increase teacher morale. Each year, every teacher creates an individualized professional development plan based on their needs and what they need for individual improvement.

Our campus will begin to develop instructional leaders by placing teachers in leadership roles. Responsibilities and expectations will be assigned to teachers individually at the beginning of the school year.

School Processes & Programs Strengths

Our most powerful strength is our teacher leaders. Teachers have been dedicated to lead departments and programs on the campus.

The wraparound specialist provides families with access to basic needs and community resources. Surrounding schools in the community donate items to the school to assist students with various items they need

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: The programs only serve a small percentage of the community and there is a high teacher turn over each year. **Root Cause:** There is a lack of funding, low parent involvement, and low teacher morale.

Perceptions

Perceptions Summary

Nathaniel Q. Henderson staff Turnover rate 60%. This rate affects the school's culture and climate. The teachers and staff morale is low and they are unmotivated to perform. The teachers state that there is low parent involvement and the community does not support the school. The parents feel that the school does not want to involve them and does not communicate well with them about the programs and status of the school. The perception is the school does not consult with employers or Business Leaders to engage parents and family members in education. The level of support from the community is low and the barriers that prevent participation by parents is lack of communication from the school. Students enjoy the school and learning environment but have missed a significant amount of learning opportunities due to COVID-19 and low attendance rates. The Program in place will eventually find success from one grade level to the Nets with consistency with interventions and pull outs. The students and staff feel safe at the school. The school is in need of time to provide the students with well-rounded education in order for each individual student to be successful. It is essential that the parents begin to understand the learning standards and expectations of each scholar. Various programs and activities will be the way to involve parents and improve student achievement and school performance. Professional development is put in place to develop and increase the capacity of the teachers and eventually retain quality teachers on the campus. The vision and mission of the school was developed by the new staff members and is encouraged to be our path to achieve the educational goals for the campus.

Perceptions Strengths

Students that are involved in the programs will spend extra time at the school. The programs and activities motivate students to do well in class and broaden the scope of being involved in the community as a productive citizen. We are continuing to make progress to bridge the relationship with the parents, community and school.

We use the marquee, website, and social media to reach our parents, students and community.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The parents have a limited scope and are unaware of what happens at school, the expectations, and what the students are learning daily. The teachers and staff are not being retained from year to year due to low morale. **Root Cause:** When programs and events are hosted there is low parent involvement and no interest to be involved. The leadership did not show the staff they were appreciated and the stress of the year made staff and teachers not want to remain at the campus.

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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR

3rd -5th grade students taking the Reading STAAR will increase from 28% approaches to 60%, 9% Meets to 12%, 7% Masters to 10%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Increase the percentage of students who each approaches on the 3rd-5th grade STAAR Reading assessment from 28% to 60% by the end of the year.

Evaluation Data Sources: STAAR Assessment EOY

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Increase Reading levels campus wide by strategically monitoring Guided Reading groups and administering running records and monitoring grouping based on levels. Strategy's Expected Result/Impact: Focus on exemplars of rigor in the work students are given. Students being stretched to use problem solving skills and do higher level thinking. Exemplars of scaffolding should be evident of being used by teachers to enable all students to meet the rigor requirements Staff Responsible for Monitoring: Grade Level ELA Teachers Instructional Leadership Team Action Steps: Provide teachers with training on the use of running records as well as specifically how to group students for guided reading instruction. Provide teachers with professional development to increase rigor and effective Tier I instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 2: Math

3rd -5th grade students taking the Reading STAAR will increase from 40% approaches to 60%, 14% Meets to 20%, 6% Masters to 10%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Increase the percentage of students who each approaches on the 3rd-5th grade STAAR Math assessment from 40% to 60% by the end of the year.

Evaluation Data Sources: STAAR EOY

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Increase Math student performance levels campus wide by strategically monitoring Math groups and administering and monitoring grouping based on levels. Strategy's Expected Result/Impact: Focus on exemplars of rigor in the work students are given. Students being stretched to use problem solving skills and do higher level thinking. Exemplars of scaffolding should be evident of being used by teachers to enable all students to meet the rigor requirements Staff Responsible for Monitoring: Grade Level Math Teachers Instructional Leadership Team Action Steps: Provide teachers with training on the use of intervention and small group instruction. Provide teachers with professional development to increase rigor and effective Tier I instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 2: Increase the percentage of students to 50% in K-2nd grade who will read at or above grade level by the end of the year.

Evaluation Data Sources: Benchmark Running Records EOY

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Increase Reading levels campus wide by strategically monitoring Guided Reading groups and administer running records and monitor grouping based on levels. ELA teachers will collect, track, and use data to drive Tier I instruction and use assessment data to determine scholar mastery of weekly objectives Strategy's Expected Result/Impact: Increase Reading levels in Grades Kinder to 2nd will allow students to be successful in the preceding grade levels Staff Responsible for Monitoring: Leadership Team, ELA Team, ELA Grade Level Teachers Action Steps: Professional Development training on Literacy by 3; Literacy Routines; Guided Reading Lessons. Professional Development training on administering Running Records BOY, MOY, EOY and progress monitoring. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 3: Increase the percentage to 80% of students in 1st and 2nd grade who will pass the High Frequency Word Evaluation by the end of the year.

Evaluation Data Sources: High Frequency Word Assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will collect, track, and use data to drive instruction and use assessment data to determine scholar mastery of weekly objectives. Strategy's Expected Result/Impact: Increase Reading levels in all grade levels will allow students to be successful in the preceding grade levels Staff Responsible for Monitoring: Grade level Teachers Leadership Team Action Steps: Provide teachers with training on the assessment of HFWE as well as specifically how to group students for interventions. Review and progress monitor students on HFW for the BOY, MOY, and EOY TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH

Strategic Priorities: Expanding Educational Opportunities

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 2: 3rd -5th grade students taking the Math STAAR will increase from 40% approaches to 60%, 14% Meets to 20%, 6% Masters to 10%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Increase the percentage of students who reach approaches on the 3rd-5th grade STAAR Math assessment from 40% to 60% by the end of the year.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Students will be grouped based on past data to work in small group and interventions. For students that do not have previous data common assessments and other forms of formative assessment will be utilized. Strategy's Expected Result/Impact: Increase Math levels in all grade levels will allow students to be successful in the preceding grade levels Staff Responsible for Monitoring: Grade level Teachers Leadership Team Action Steps: Provide teachers with training on the use of intervention and small group Math instruction. Provide teachers with professional development to increase rigor and effective Tier I instruction. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS

Strategic Priorities: Expanding Educational Opportunities

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS

Strategic Priorities: Expanding Educational Opportunities

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 2: To increase the number of Special education students achievement by 10% on all STAAR assessment areas.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: To increase the number of Special education students who will meet district and state standards in Math by 5%.

Evaluation Data Sources: STAAR Assessment

Measurable Objective 2: To improve the number of students who will receive proper accommodations during instruction by 100% per semester.

Evaluation Data Sources: REN 360, BRR, CFU's, Snapshots, DLA's, District Benchmarks

Board Goal 5: Additional Campus Goals

Goal 1: Attendance

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Increase overall attendance from 84% to 95% by the end of the school year.

Evaluation Data Sources: Attendance Records/Data

Strategy 1 Details		Reviews			
Strategy 1: To increase attendance there will be weekly phone calls, home visits, individualized parent/student incentives, monthly perfect attendance recognition. Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: Registrar, Leadership Team, Teachers Action Steps: Teachers will take accurate attendance in HISD Connect, that attendance will be used to make attendance phone calls for the previous day attendance. The staff will make phone calls regarding attendance and absences. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	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>					

Board Goal 5: Additional Campus Goals

Goal 2: Discipline

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Decrease out of school suspensions by 50%.

Evaluation Data Sources: Out of School Suspension Report/Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will collect and report student discipline data to school administrators. Strategy's Expected Result/Impact: Teachers will have access to interventions such as: buddy teacher, small group, counseling services, PALS, Journey for life, and SEL departmental resources to facilitate redirection of student behavior. Staff Responsible for Monitoring: Registrar, Leadership Team, Teachers Action Steps: Teachers will utilize a live document to track student behavior, interventions, and IAT/RTI.	Formative			Summative
	Nov	Jan	Mar	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>				

Board Goal 5: Additional Campus Goals

Goal 3: Violence Prevention

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Board Goal 5: Additional Campus Goals

Goal 4: Special Education

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: Increase the percentage of students mastering their IEP goals to 70%.

Evaluation Data Sources: Progress tracking in Easy IEP, REN 360, Classroom Assessments

Strategy 1 Details	Reviews			
Strategy 1: Monitoring IEP's, accommodations/modifications ARD Meetings; Ensuring that teachers are implementing the accommodations as indicated on the IEP's Strategy's Expected Result/Impact: Increase of student mastery of student special education IEP's Staff Responsible for Monitoring: Special education Teachers General Education Teachers Special Education Chair Leadership Team Action Steps: Professional Development for implementing accommodations, designated supports, and modifications (interventions); Provide each teacher with the students' IEP accommodations Professional Development on Inclusion and providing intervention support; Review IEP's; Provide each teacher with the students IEP's accommodations TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div><div>0% No Progress</div><div>100% Accomplished</div><div>→ Continue/Modify</div><div>✗ Discontinue</div></div>				

Board Goal 5: Additional Campus Goals

Goal 5: Special Populations: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Increase the number of students meeting the minimum state standards on TELPAS.

Evaluation Data Sources: TELPAS report

Board Goal 5: Additional Campus Goals

Goal 6: Parent and Community Engagement

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Increase parent participation by 50% in after school events and activities by the end of the year.

Evaluation Data Sources: Meeting Attendance/Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Invite parents to participate in workshops, activities, events, and programs on the campus. Strategy's Expected Result/Impact: Increase parent participation by 50% in after school events and activities by the end of the year. Staff Responsible for Monitoring: Registrar, Leadership Team, Wrap Around Specialist, Title I Action Steps: Invite parents to participate in workshops hosted by the Wrap around specialist and Title I Coordinator. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	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>				

Measurable Objective 2: Increase the number of Student Assistance Forms (SAF's) completed by staff members by 50% by the end of the year.

Evaluation Data Sources: Purple Sense/Wrap Around Specialist Data

Strategy 1 Details	Reviews			
Strategy 1: Increase SAF forms on campus by training the staff and informing the students, parents and community on the use of the forms and the resources available. Strategy's Expected Result/Impact: Teachers will be trained to identify and address or get support for student	Formative			Summative
	Nov	Jan	Mar	June

<p>and family needs.</p> <p>Staff Responsible for Monitoring: Wrap Around Specialist, Teachers, Leadership Team, Title I</p> <p>Action Steps: Students will participate in SEL check-ins and be referred to the campus wrap around specialist and or counselor as needed to participate in restorative practices.</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: Additional Campus Goals

Goal 7: Mandated Health Services

The campus will meet 100% of Mandated health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Immunization Monitoring data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting requirements will be completed by a certified school nurse or designee

Strategy 1 Details	Reviews			
Strategy 1: The nurse from the partnering school (Wheatley High School) will complete this task.	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: Vision Screening (Grades PK, K, 1, 3, 5 & 7) will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision and screening records for all applicable students completed by the school nurse.

Strategy 1 Details	Reviews			
Strategy 1: The nurse from the partnering school (Wheatley High School) will complete this task.	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 3: Hearing Screening (Grades PK, K, 1, 3, 5 & 7) will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by the school nurse.

Strategy 1 Details	Reviews			
Strategy 1: The nurse from the partnering school (Wheatley High School) will complete this task.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 4: Type 2 Diabetes (Grades PK, K, 1, 3, 5 & 7) will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by the school nurse.

Strategy 1 Details	Reviews			
Strategy 1: The nurse from the partnering school (Wheatley High School) will complete this task.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 5: Medication Administration, including but limited to emergency care of students diabetes, seizures, and life threatening, anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: Person responsible: School Nurse/Health Wellness Team

Strategy 1 Details	Reviews			
Strategy 1: The nurse from the partnering school (Wheatley High School) will complete this task.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 6: AED (Automated External Defibrillator) Monthly Maintenance Checks will be conducted for all AED's and the annual report submitted to Health Medical Services.

Evaluation Data Sources: Person Responsible: Certified Personnel in CPR/AED

Strategy 1 Details	Reviews			
Strategy 1: The nurse from the partnering school (Wheatley High School) will complete this task.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Increase Reading levels campus wide by strategically monitoring Guided Reading groups and administering running records and monitoring grouping based on levels.
1	2	1	1	Increase Math student performance levels campus wide by strategically monitoring Math groups and administering and monitoring grouping based on levels.
1	2	2	1	Increase Reading levels campus wide by strategically monitoring Guided Reading groups and administer running records and monitor grouping based on levels. ELA teachers will collect, track, and use data to drive Tier I instruction and use assessment data to determine scholar mastery of weekly objectives
1	2	3	1	Teachers will collect, track, and use data to drive instruction and use assessment data to determine scholar mastery of weekly objectives.
2	2	1	1	Students will be grouped based on past data to work in small group and interventions. For students that do not have previous data common assessments and other forms of formative assessment will be utilized.
5	1	1	1	To increase attendance there will be weekly phone calls, home visits, individualized parent/student incentives, monthly perfect attendance recognition.
5	4	1	1	Monitoring IEP's, accommodations/modifications ARD Meetings; Ensuring that teachers are implementing the accommodations as indicated on the IEP's
5	6	1	1	Invite parents to participate in workshops, activities, events, and programs on the campus.
5	6	2	1	Increase SAF forms on campus by training the staff and informing the students, parents and community on the use of the forms and the resources available.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Increase Reading levels campus wide by strategically monitoring Guided Reading groups and administering running records and monitoring grouping based on levels.
1	2	1	1	Increase Math student performance levels campus wide by strategically monitoring Math groups and administering and monitoring grouping based on levels.
1	2	2	1	Increase Reading levels campus wide by strategically monitoring Guided Reading groups and administer running records and monitor grouping based on levels. ELA teachers will collect, track, and use data to drive Tier I instruction and use assessment data to determine scholar mastery of weekly objectives
1	2	3	1	Teachers will collect, track, and use data to drive instruction and use assessment data to determine scholar mastery of weekly objectives.
2	2	1	1	Students will be grouped based on past data to work in small group and interventions. For students that do not have previous data common assessments and other forms of formative assessment will be utilized.
5	1	1	1	To increase attendance there will be weekly phone calls, home visits, individualized parent/student incentives, monthly perfect attendance recognition.
5	4	1	1	Monitoring IEP's, accommodations/modifications ARD Meetings; Ensuring that teachers are implementing the accommodations as indicated on the IEP's
5	6	1	1	Invite parents to participate in workshops, activities, events, and programs on the campus.
5	6	2	1	Increase SAF forms on campus by training the staff and informing the students, parents and community on the use of the forms and the resources available.

State Compensatory

Budget for 172 Nathaniel Q. Henderson Elementary School

Total SCE Funds: \$46,083.17

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

At Nat. Q. Henderson Elementary School employs one educator to serve as hourly lecturer and one teacher in 3rd grade. The hourly position is fully funded and the 3rd grade position is partially funded through the State Compensatory Education fund. Gloria Davis serves as a 3rd grade self-contained teacher and Emily Baloney serves as an ancillary teacher for Pk-5th grade.

Personnel for 172 Nathaniel Q. Henderson Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Baloney, Emily Louise	Assoc Tutor	1
Davis, Gloria J	Tchr, Third Grade	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by

Our current needs assessment is framed within the context of closing the Reading and Math gaps across grade levels that include but not limited to moving student STAAR scores from Approaches to Meets and Meets to Masters. Our previous year STAAR, BOY, MOY and Snapshot data was used to help determine our campus needs assessment. We also have the desire to identify and maintain instructional best practices, routines, and resources that support the academic needs of our identified SPED and ELL students who are receiving their primary instruction within an inclusive setting.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement.

Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. Guided Reading
2. Writer's In the School
3. Corrective Reading / Reading Mastery
4. Sheltered Instruction

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

Tutorials

Reading Resources

Math Resources

Books for students

Content Trackers

Progress Monitoring

CFU's

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

On campus and the campus website

The SIP was made available to parents by:

School Messenger, parent meetings, school newsletter, website inquiry

We provide the SIP to parents in the following languages:

- English

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Increase the quality and quantity of Instruction
- Collaboration with teachers across grade levels
- Data Gathering of Assessments

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- Do Now Activities

- Student Centered Activities
- Student Discourse
- Clear Routines and Directions
- Visual Supports
- Interventions
- Small Groups

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas
- Professional Development for specific content areas
- Mentor Teachers
- Vertical Alignment Meetings
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT -Bats
- Small Group Instruction based on student data needs

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Alvenus Franklin - Principal, Shervonne Crow - Wrap Around Specialist, Dametrious Tolbert - Registrar, Krystal Clark - Teacher, Rosechelle Thomas - Parent, Katrina Williams-Teacher

The PFE was distributed

- On the campus website
- On campus

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- 1. Literacy/Math Night
- 2. Parent Game Nights
- 3. Parent Workshops
- 4. Coffee with the Principal
- 5. Sending call outs to remind parents of events
- 6. Use Social Media to keep parents informed and updated on school events
- 7. Sending out weekly communication and updates on Class Dojo

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - October 6, 2021
- Meeting #1 Alternate - October 13, 2021
- Meeting #2 - November 10, 2021
- Meeting #2 Alternate - December 8, 2021
- Meeting #3 - February 8, 2022
- Meeting #3 Alternate - March 8, 2022
- Meeting #4 - April 27, 2022
- Meeting #4 Alternate - May 11, 2022

Addendums

SIP APPROVAL 2021-2022

School Name and Campus

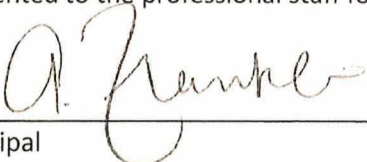
Nat.Q. Henderson #172

Principal Name: Alvenus Franklin

Area Office: Elementary School Office 2

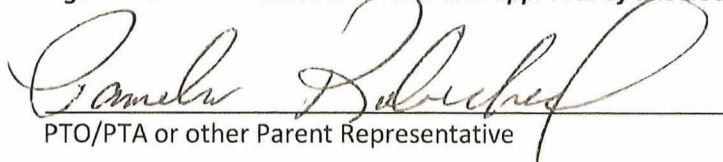
Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on Friday, October 1, 2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.


Principal

9/29/21
Date


Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative


9/29/21
Date


SDMC Teacher Representative

9/29/21
Date


School Support Officer/Lead Principal

9/29/2021
Date


Area Office Superintendent

9-24-21
Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date

2021-2022 Professional Development Plan

PD Dates	PD Format	Topic	Resources Needed	SIP Goal Alignment
Aug 16	Face to Face (FF)	Writing Across the Content Training-5 Basic Stages and 12 ways to support Writing in the classroom Team Planning for K-2 teachers targeting phonics. (I-3) Teachers in grades 3-5 will learn HB4545 requirements regarding student grouping, documentation, and scheduling for students. (I-3) Vertical Planning: Teachers will unpack their content curriculum for the first 15 days of school, how to write a correct objective (what will be taught, how will it be taught, what is the outcome) on the Focus Wall, review the lesson plan template, content goals/ assessments and refocus and repurpose of the use of technology in the classroom. Review school-wide Instructional Expectations. (PL-3; PL-2; I-1; PR-1)	- Training Documents -HISD Curriculum Doc. - Lesson Plan template - Instructional Expectations	Goal 1, 2, 4, 5
Aug 17	Face to Face (FF)	Data Review & OnTrack: Using Data Driven Dialogue protocol teachers review and talk about our 2020-2021 data. Teachers will learn how to navigate the platform and learn the steps how to create their assignment. (PR-9) In small groups teachers will rotate to learn about the listed topics. • SPED (PR-1; PL-1; I-3) • CIS/ WRS (PR-1) & Socio-Emotional Learning (SEL) (I-10; PR-1) • Sheltered Instruction (I-1; I-3; I-5; I-8; PR-1; PR-9) • Sign-in/out procedures, Reporting an Absence, Schedules (HB4545) & Emergency Flip Book/ Drills (PR-1; PR-3; I-10; PR-6) Thinking Maps: Teachers will be trained on how to incorporate thinking maps in all content areas to help students academically. (I-1; I-5; PR-1; PR-9)	-Task cards - Laptop - Handbook - Sheltered Instruction handout	Goal 1, 2, 4, 5
Aug 18	Face to Face (FF)	Teacher Planning Day: Teachers will use instructional expectation handout and checklist to prepare their classroom for the first day of school.	- First Day of School Checklist Reading and Math Expectations	Goal 1, 2, 4, 5
Aug 19		Reading Academy • All 1 st Grade Teachers	- Laptop	Goal 1, 2, 4, 5

		<ul style="list-style-type: none"> • New Kindergarten Teachers • New SPED Teachers <p>Job Alike</p> <ul style="list-style-type: none"> • Fine Arts • PE <p>Choice Sessions</p> <ul style="list-style-type: none"> • Kindergarten – 3rd <ul style="list-style-type: none"> ○ Really Great Reading-Phonics Session • 4th and 5th <ul style="list-style-type: none"> ○ Reading, Math and/or Science Sessions <p>Job-A-Like: (Relevant staff by job role) Teachers and employees can pre-register for the job alike sessions using Pre-Service Website: https://www.houstonisd.org/eLearning</p>		
Aug 20	Face to Face (FF)	<p>TADS Update: Teachers will be able to:</p> <ul style="list-style-type: none"> • Clarify and revisit instructional and professional criteria • Explain the purpose of an IPDP as an ongoing and reflective process revisited throughout the year • Review TADS related Board policy and TADS Program Calendar • Complete: 2021-22 TADS Annual Teacher Update Training Survey, OneSource course number 1456026 (PR-1; PR-9) Con't with Handbook: School procedures/ expectations: Grades, Copies/ Laminating, Staff/ student dress code, Student discipline referrals, Confiscation of items, Technology, Parent Communication, Recess, Restroom breaks, etc. Teachers will sign acknowledgement form of receiving handbook. (PR-1) 1st Day Procedures: Teachers will be informed of the Federal and State procedures and requirements for admitting students and the documentation needed on the first day of school. (PR-1) 	<ul style="list-style-type: none"> - Laptop - Federal and State Doc. - Handbook 	Goal 1, 2, 4, 5
Oct 4	N/A	Teacher Comp Day- 2021-2022 HISD Compliance Courses	N/A	
Oct 9	Face to Face (FF)	Guided Reading and Math –	- HISD Curriculum Planning Materials	Goal 1, 2, 4, 5

		Plan workstations for all content areas along with interventions, plan a small group lesson (materials, copies, activities) (Have data ready to plan for lessons based on student deficits) 3-5 Reading, Math, and Science -Plan lessons and labs for upcoming week (materials, copies, activities) & Create online OnTrack assessment/ Test taking strategies	- OnTrack Task cards -Workstations Materials -Guided Reading -Guided Math	
Nov 30	Face to Face (FF)	Thinking Maps/graphic organizers- Teachers participate and learn how to incorporate thinking maps and graphic organizers appropriately in their content. Sheltered Instruction- focus on two high-yielded strategies and teachers will practice in small groups and how will continue to have visuals and other materials to assist students, K-2 teachers will plan a small group lesson for their students using their REN360 data. Review Plan for April STAAR Release- 3-5 teachers will use their curriculum planning guide and Lead4ward to create review plan	-Thinking Map/Graphic Organizers teacher guide - Lead4ward - HISD Curriculum -Planning Docs	
Feb 21	Face to Face (FF)	Data Analysis Training-Teachers will review data and plan for small groups and interventions (during and after school)	-HISD Curriculum -OnTrack -Lead4ward	