

Houston Independent School District
251 Twain Elementary School
2021-2022 Campus Improvement Plan



Board Approval Date: October 14, 2021

Mission Statement

Mark Twain is a community of life-long learners, built upon a collaborative spirit that fosters inquiry-based learning. Our mission is to promote and develop responsible, active and reflective citizens of the world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The total enrollment at Mark Twain for 2019-202 was 860. The students at Mark Twain reflect the evolution of the neighborhood into a global community. At any given time there are between 20-25 languages represented in the community. English Language Learners comprise about 20% of the population with about 14% identified as immigrant. The ethnic breakdown of the student population is 44.97% White, 22.26% Hispanic, 7.46% African American and 21.24% Asian. Enrollment by gender is male 52.9% and female 47.01%. These ratios have stayed consistent over time. The economically disadvantaged population is 16.05%, and 33% of students were identified At Risk. The enrollment for bilingual (Dual Language) is 15.14% and 14.46% of the students are served in the ESL program. The percentage of students identified by HISD as gifted and talented is 40.68%. Students enrolled in special education account for 5.76% of the population. The attendance rate for last year was 97.1 % which was in Quartile 3 of our TEA Comparable Schools group. Our enrollment has shown a slight decline but is still above capacity. Our mobility rate is 11.9 % with many of our families returning to their home countries upon completion of medical treatments or fellowship opportunities. Despite the impact on the Mark Twain community from Harvey most of our families are committed to staying in the neighborhood.

Demographics Strengths

We have a diverse community. Our students come from all over the world. The diversity of our school is what makes us great. We have about 40 % of our students label Language Learners. We have one strand of Dual Language (Spanish) at Mark Twain.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Our EL Learners take time to acquire the English language at the academic level. **Root Cause:** Student have outside concerns. Many of our students learning English come to Houston for health care.

Student Learning

Student Learning Summary

?Summary of Identified Needs:

In reading, the % at Approaches Grade Level Standard for all students was 94% and the % that Met or Exceeded Progress was 78%. The % that Exceeded Progress in reading was 57%. In math, the % at Approaches Grade Level Standard was 95% and the % that Met or Exceeded Progress was 79%. The % that Exceeded Progress in math was 60%.

ELL performance results:

For our ELL students, both current and monitored, in reading the % at Approaches Grade Level Standard was 84%. The % at Approaches Grade Level Standard in math was 89%. In writing 76% of our ELL students met the Approaches Standard, while in science 82% met the Approaches Standard. The

TELPAS Results

Total EL population with composite scores is 139. The % of students rated as beginner was 18%. The % of students rated as intermediate was 35%. The % of students rated as advanced was 32%. The % of students rated as advanced high was 15%. The overall % of students that grew at least one proficiency level from the previous year was 62.5%.

STAAR performance results for Students with Disabilities:

In Reading 67% of students met the Approaches Grade Level Standard. In Math 71% of students met the Approaches Grade Level Standard. The percent of students meeting the Approaches Grade Level Standard across all subjects was 68%.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Our EL Learners take time to acquire the English language at the academic level. **Root Cause:** Student have outside concerns. Many of our students learning English come to Houston for health care.

School Processes & Programs

School Processes & Programs Summary

Instruction

The IB Primary Years Program emphasizes a transdisciplinary approach to teaching and learning and teaches to the conceptual level in each subject area. The program's emphasis on familiarity with the world at large, learning a second language, higher order thinking skills, and taking action has a credible impact on the learning of Mark Twain students. The staff works collaboratively to define its core values and to work toward developing the learner profile and attitudes in our students that are central to the IB program. All classrooms are self-contained which means that they are responsible for all subject areas. There is one Dual Language class at each grade taught by a certified bilingual teacher. There are a total of 63 full time teachers.

Curriculum

Our IB curriculum in tandem with Texas TEKS emphasizes inquiry.

Perceptions

Perceptions Summary

Mark Twain is an IB Elementary school. We have a culture of respect. We are a community of life long learners.

Mark Twain students come from varied cultural and ethnic backgrounds. This international representation is one of the unique aspects of our community and aligns with our goal to develop international mindedness in our students. The students at Mark Twain possess a global awareness and have access to many multicultural experiences. Our parent community works with the staff to provide opportunities to celebrate our diversity. Events such as the International Potluck dinner and the International Festival provide the stage for families to share music, dance and foods that represent their culture. Parent volunteers reach out to all families and work to provide communications in as many languages as possible so that all parents will feel connected and an integral part of the school community.

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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Domain 2 - Student Progress

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 approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records
- 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
- Professional development needs assessment data

Parent/Community Data

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

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
- 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: ELA - The number of Exceeds Expectations students will increase from 50% to 60 % in the spring of 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Our third graders students will Evaluation Data Sources: STAAR HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 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 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

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

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

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

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

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

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Board Goal 5: N/A - Additional Campus Goals

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

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities





Board Goal 5: N/A - 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 Details	Reviews			
<p>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.</p> <p>Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
<p>Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p>Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
<p>Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p>Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 4 Details	Reviews			
<p>Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p>Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
<p>Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.</p> <p>Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
<p>Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.</p> <p>Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
<p>Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.</p> <p>Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

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

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:

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:

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

The SIP is available to parents in the following locations:

The SIP was made available to parents by:

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:

2.5: Increased learning time and well-rounded education

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

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:
- 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:

- Parent -
-

The PFE was distributed

- On the campus website
- ...

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- -

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 -
- Meeting #1 Alternate -
- Meeting #2 -
- Meeting #2 Alternate -

- Meeting #3 -
- Meeting #3 Alternate -
- Meeting #4 -
- Meeting #4 Alternate -

Addendums