

Houston Independent School District
147 Eliot Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

1. Eureka and Amplify are used daily for instruction. 2. Teachers have set up classroom routines (i.e. Class Dojo) to set communication and behavior expectations and routines with students and families so they can implement the curriculum as provided by the curriculum department. 3. Currently, teachers have been given access to as well as given hard copies of their MAP data to start working on small groups and use of interventions to support students who did not meet standards in the BOY. We are waiting on the Dibels data to utilize as well.

Student Achievement Strengths

1. Fourth and Fifth grade reading and math STAAR scores. More than 50% of students met in those testing areas. 2. These tests also grew their passing rate from 21-22 to 22-23. 3. Our fourth-grade students had the highest meets and masters percentages for our school.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Teacher preparedness and instructional delivery. **Root Cause:** Not all teachers are not internalizing lessons or completing lesson rehearsals; therefore teachers are going in cold and falling short on Tier I instruction and the anatomy of a solid lesson delivery inclusive of the elements of best practices.

Problem of Practice 2: PLCs and Data. **Root Cause:** There have been several iterations of PLC professional development over the years creating inconsistency regarding expectations and norms for leaders to follow.

Problem of Practice 3: Climate and Culture. **Root Cause:** We are working through a reset at our campus to create a new normal and shared with all stakeholders: Leadership, faculty & staff, students, parents and community.

School Culture and Climate

School Culture and Climate Summary

1. Students and teachers appear to be relatively happy with the school climate. 2. So far, there does not seem to be a relationship between attendance, tardies, discipline, and other behaviors to culture and climate. 3. Compared to last year, our student behaviors, discipline, and referrals have decreased. 4. At this point, we are training on and enforcing the use of Leader in Me to support positive attitudes, respect, relationships, belonging, and support. 5. Currently, the data reflects a decrease in student behavior concerns and students feel safe. 6. At this point, a small number of students have been sent to the Team Center to Zoom, so classroom management is working. According to MAP scores, we have a high number of students who are currently at approaches or meets in their STAAR passing rate projection.

School Culture and Climate Strengths

Positive culture and Leader in Me.

This is a work in progress. In previous years, there has been more time and funds available for Leader in Me. We are still working on ways to train and integrate this year.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: At Eliot Elementary, our attendance is hovering around 93%. **Root Cause:** More time needs to continue to be spent on contacting families and getting students to school.

Parent and Community Engagement

Parent and Community Engagement Summary

1. Brighter Bites, Academic nights, school performances. 2. Parents are most engaged. 3. Communication to parents, language barriers, and work schedules.

Parent and Community Engagement Strengths

1. We've set up Remind, Class Dojo, Social Media and parents are attending activities we have hosted so far. 2. It has been good to continue Brighter Bites as well as host Coffee with the Principal to allow parents on campus and be able to see us and ask questions.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: At Eliot Elementary, we continue to work to find ways to get message out to all of our families to increase communication as well as event attendance. **Root Cause:** Not all of our parents are tech savvy. Some use digital platforms while other do not. Not all of the hard copy flyers make it home to parents. This leaves us always missing someone in our communication efforts.

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: Grow staff capacity to provide the highest quality instruction.

Strategic Priorities:





Cultivating Team HISD Talent

Indicator of Success 1: 70% of the scores on spot observations conducted in December will be proficient or higher; that percentage will increase to 80% in May 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will provide feedback and support to teachers and they will implement it in the classroom.</p> <p>School Leaders' Actions</p> <p>Attend professional development on the curriculum resources as well as the NES Instructional Framework model.</p> <p>Require a minimum of 1 SPOT observations per teacher per month so they can be tiered according to support needed to accomplish the goal.</p> <p>Staff Actions</p> <p>Adjust PowerPoints, as necessary, to ensure all components of Purposeful Instruction and Engagement are met daily.</p> <p>Attend professional development on the NES Instructional Framework model.</p> <p>Attend curriculum training to guarantee smooth implementation of LSAE.</p>	Formative			Summative
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Key Action 1: Grow staff capacity to provide the highest quality instruction.

Indicator of Success 2: 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. * The Principal and Assistant Principals will evaluate all teachers using the new evaluation system.





Specific Action 1 Details	Reviews			
<p>Specific Action 1: Staff will be performing effective lesson in the classroom.</p> <p>School Leaders' Actions</p> <p>Principal and APs will provide spot feedback within 24 hours observation and provide teachers with high leverage action items based on spot observation data.</p> <p>Implement lesson rehearsal on Demo Day and during PLC meetings that necessitates the use of LSAE that will be presented to students.</p> <p>Utilize the lesson internalization protocol to be enacted during daily PLCs with teachers.</p> <p>Staff Actions</p> <p>Adhere to lesson internalization protocol to personalize provided lessons without losing rigor.</p> <p>Attend effective PLCs that focus on data and specific highly-effective, tier I instructional strategies.</p>	Formative			Summative
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Key Action 2: Implement the LSAE model with fidelity

Strategic Priorities:





Transforming Academic Outreach

Indicator of Success 1: At least 50% of eligible teachers will earn 2 points in the LSAE model sections of the district-level SPOT observations by December 2023. * This will increase to 80% by May 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders and teachers will be proficient at LSAE Rubric.</p> <p>School Leaders' Actions</p> <p>Train administrators and teachers on the use of the LSAE rubric by September 1, 2023</p> <p>Coach and provide feedback to teachers regularly (at least twice a week) on the differentiated learning criteria of the spot observation form</p> <p>Train staff on effective implementation of the LSAE model by September 1, 2023</p> <p>Staff Actions</p> <p>Attend training on LSAE implementation provided in August 2023.</p> <p>Provide highly differentiated personalized learning as outlined in the LSAE model.</p>	Formative			Summative
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Key Action 2: Implement the LSAE model with fidelity

Indicator of Success 2: Eliot will receive a Proficient I or higher score on the LSAE learning rubric assessed in December 2023. * By May 2024, this will increase to Proficient II or higher.





Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will monitor and provide feedback on the LSAE.</p> <p>School Leaders' Actions</p> <p>Monitor use of Teacher Apprentice and Learning Coach through Spot observations in the LSAE model.</p> <p>Assess the school two times a month on how well the LSAE model has been implemented during the weekly administration meetings.</p> <p>Staff Actions</p> <p>Monitor and adjust instruction based on spot observations and coaching feedback.</p> <p>Weekly PLCs will focus on data driven instruction through the LSAE model.</p>	Formative			Summative
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Key Action 3: Increase the percentage of 3rd, 4th and 5th grade students performing at grade level (meets) on Math and Reading STAAR assessments.

Strategic Priorities:





Transforming Academic Outreach

Indicator of Success 1: By October 2023, 40% of enrolled 3rd - 5th grade students perform at grade level (meets) on Math and Reading on weekly and/or interim common formative assessments. * This percentage will increase to 50% by the end of May 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will establish systems.</p> <p>School Leaders' Actions</p> <p>Facilitate pre-service learning focused on high quality instruction, differentiation, personalized learning, campus data and student assessments (i.e. NWEA MAP, DIBELS), individual students' accommodations, and IEPs.</p> <p>Set, establish, and monitor expectations for 1) academic achievement in math and reading (lesson plans, progress monitoring, Spot Observations); and 2) implementation of individualized accommodations and designated supports.</p> <p>Staff Actions</p> <p>Provide 1st best direct instruction.</p> <p>Provide highly differentiated personalized learning as outlined in the LSAE model.</p>	Formative			Summative
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Key Action 3: Increase the percentage of 3rd, 4th and 5th grade students performing at grade level (meets) on Math and Reading STAAR assessments.

Indicator of Success 2: 60% of our special education students will demonstrate expected growth from BOY to MOY on the NWEA MAP in reading and math. 80% of our students will meet expected growth on EOY NWEA MAP assessments.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will provide training to Special Education teachers and they will implement it in the classroom.</p> <p>School Leaders' Actions</p> <p>Provide professional development opportunities to build capacity for implementing high quality instruction, individualized accommodations and designated supports.</p> <p>Facilitate PLCs that focus on data driven instruction.</p> <p>Evaluate the effectiveness of accommodations and designated supports.</p> <p>Staff Actions</p> <p>Work collaboratively in PLCs daily/weekly and use student achievement data for planning, adjusting and differentiating instruction.</p> <p>Monitor implementation of individualized accommodations and designated supports for students receiving special education services.</p>	Formative			Summative
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Key Action 3: Increase the percentage of 3rd, 4th and 5th grade students performing at grade level (meets) on Math and Reading STAAR assessments.

Indicator of Success 3: PLC artifacts show that progress monitoring data is used daily/weekly for planning, adjusting and differentiating instruction.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders and staff will monitor for progress.</p> <p>School Leaders' Actions</p> <p>Train teachers on high leverage parent-teacher conference</p> <p>Monitor student achievement data on benchmark assessments.</p> <p>Staff Actions</p> <p>Monitor and track student performance on weekly and/or interim common formative assessments.</p> <p>Monitor implementation of individualized accommodations and designated supports for students receiving special education services.</p> <p>Provide appropriate reading interventions through small group instruction for all students.</p>	Formative			Summative
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Key Action 4: The student attendance rate will increase from 94% to 98% during the 2023-2024 academic school year therefore increasing academic growth by one years for all students

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: 80% of teachers spot observations will score proficient or above in October by the building leadership team in the area of Engagement Criteria. * This percentage will increase to 90% by the end of May 2024. * Staff and students' monthly attendance rate will be maintained at 97% or higher.


Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will provide feedback to teachers in effective instruction.</p> <p>School Leaders' Actions</p> <p>Facilitate pre-service learning focused on staff and student attendance data, needs assessment</p> <p>Set, establish, and monitor expectations for academic achievement across content areas (lesson plans, progress monitoring, Spot Observations).</p> <p>Provide professional development opportunities (coaching, peer-observations, labs sites, cross-curricular and vertical collaborations.) to build capacity for implementing purposeful instruction.</p> <p>Coach and provide feedback to teachers regularly on the Purposeful Instruction criteria on the Spot Observation.</p> <p>Staff Actions</p> <p>Attend Pre-service training focused on student and staff attendance data and needs assessment.</p> <p>Implement and document the use of individualized accommodations and designated supports (lesson plan, student work, classroom instruction, assessments, etc.)</p> <p>Systematically collect data and progress monitor</p> <p>Participate in PLCs to gain understanding of effectiveness of instructional strategies, and data decision making and participate in "At-Bats" for lesson internalization.</p>	Formative			Summative
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Key Action 4: The student attendance rate will increase from 94% to 98% during the 2023-2024 academic school year therefore increasing academic growth by one years for all students


Indicator of Success 2: An 25% increase in student achievement on district and campus interim assessments

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders and staff will monitor data and maintain communication with parents.</p> <p>School Leaders' Actions</p> <p>Facilitate PLCs that focus on data and evaluate the effectiveness of instructional strategies such as student engagement and the uses of multiple response strategies.</p> <p>Create a system for collecting and progress monitoring.</p> <p>Train teachers on high leverage parent-teacher conference.</p> <p>Engage parents in innovative ways to connect the school-home academic experiences.</p> <p>Engage parents in attendance meetings when a student has missed 5% of a grading cycle.</p> <p>Staff Actions</p> <p>Participate in coaching and feedback regularly on the Purposeful Instruction criteria of the Spot Observation.</p> <p>Conduct at minimum two teacher-parent conference and increase parent communication.</p> <p>Participate in at minimum two school-home academic experiences.</p>	Formative			Summative
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State Compensatory

Budget for 147 Eliot Elementary School

Total SCE Funds: \$643,000.00

Total FTEs Funded by SCE: 10

Brief Description of SCE Services and/or Programs

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Personnel for 147 Eliot Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alaina Williams	NES Teacher Apprentice Teacher ES	1
Amy Wyatt	NES Teacher Apprentice Teacher ES	1
Beth Henson	NES Teacher Apprentice Teacher ES	1
Crystle Gboyah	NES Learning Coach ES	1
Daniel Benitez	NES Learning Coach ES	1
Dawud Abdur-Rahkman	NES Learning Coach ES	1
Kevin Johnson	NES Learning Coach ES	1
Savannah Chamblin	NES Teacher Apprentice Teacher ES	1
Tamara Greaves	NES Teacher Apprentice Teacher ES	1
Veronica Jimenes	NES Teacher Apprentice Teacher ES	1