

**Houston Independent School District**  
**154 Foster Elementary School**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Foster ES is a part of the South Division in the Houston Independent School District. Teachers use high quality instructional materials provided by the district. The curriculum map is aligned to the TEKS. Informative assessments are conducted throughout the lesson delivery every four to five minutes through Multiple Response Strategies. Demonstration of Learning assessments are administered to the students at the end of every lesson to capture their progress towards mastery of the objective taught. Data is used to drive instruction. Specifically, the following data was captured in the needs assessment:

Grades	Subjects	Approached	Meets	Masters
Grade 3	Reading	31 of 53 = 58%	19 of 53 = 36%	6 of 53 = 11%
	Math	37 of 53 = 70%	30 of 53 = 57%	13 of 53 = 25%
Grade 4	Reading	35 of 47 = 74%	26 of 47 = 55%	7 of 47 = 15%
	Math	31 of 47 = 66%	20 of 47 = 43%	4 of 47 = 9%
Grade 5	Reading	34 of 38 = 89%	25 of 38 = 66%	9 of 38 = 24%
	Math	35 of 38 = 92%	22 of 38 = 58%	2 of 38 = 5%
	Science	33 of 38 = 87%	12 of 38 = 32%	1 of 38 = 3%

### Student Achievement Strengths

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

- Seventy six percent of Foster students approached grade level standards in RLA, Mathematics, and Science.
- Fifty one percent of Foster students met grade level expectations/standards in RLA, Mathematics, and Science.

## **Problems of Practice Identifying Student Achievement Needs**

**Problem of Practice 1:** Building relationships with various levels of teachers and students is a continual process. We should implement treatment agreements and team norms. Using RTI referrals, various data, and vertical alignment documents, teachers should identify needs and know where students left the last year and how they will continue to grow. **Root**

**Cause:** Academic gaps exist due to a lack of school experience for some students who exhibit behavior challenges. Several students at Foster faced with behavioral challenges are due to trauma, pandemic, and cultural aspects. Students with varied home environments demand the need of appropriate strategies training for staff.

# School Culture and Climate

## School Culture and Climate Summary

Foster is rebuilding the campus climate and culture to provide a sense of belonging, community, and pride for all stakeholders. The school seeks to create a peaceful student-friendly educational environment through intercultural understanding and respect. The teachers have a positive mindset and a sense of pride that we are making a difference in the lives of the children and the adults we serve in the community. The teachers feel at times more communication from the district and campus will positively impact the climate and the culture. The climate of our campus does fluctuate with the flow of the school year, but the overall culture of the campus typically maintains positive throughout the school year.

## School Culture and Climate Strengths

The school seeks to create a peaceful student friendly educational environment through intercultural understanding and respect.

- Every classroom sets and implements discipline management procedures in an assertive manner. Grades Pre-K – 3 will have an explicit classroom management system that includes consequences, praise, and rewards.
- Students are encouraged to be proactive participants in their own choices that leads to peaceful learning environment.
- Conflict is reduced by conducting bullying prevention exercises by the school counselor and through ancillary rotation. Presentations with Crime Stoppers and resources from Stopbullying.org enhance the anti-bullying program.
- Foster is a no place for hate school. Foster advertises for family events by at least three advertising methods:
  - Flyers
  - Classroom Dojo
  - Community Call outs
- The campus collaborates with Families and Community Engagement (FACE) and has been certified as a platinum family friendly school.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** Processes and programs need to continue to promote positive school culture and meet the need of all students to achieve academic success. They need to be adjusted to meet the requirements and restrictions post pandemic. **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Foster is currently 100% staffed for the 2023-2024 SY. We have implemented a hiring process that includes lesson demonstration, panel interviews with community partners, parents, and teachers to identify highly qualified best fit teachers and support staff for Foster ES. We have implemented leadership hiring practices that include coaching, professional learning community and planning demonstration, as well as analyzing present school data based on a given set of data. We have implemented the use of hiring rubrics and assessments to support hiring and maintaining high quality personnel. Additionally, we utilize offered stipend as incentive to recruit high quality staff at job fairs and on targeted social media outlets.

## Staff Quality, Recruitment, and Retention Strengths

Foster has embedded teacher and leadership support, coaching, and development strategy schedules and ensured that it is part of our daily practices. Current retention strategies include side by side coaching and planning support for new and existing teachers, professional learning communities, home grown leadership development academy, and leadership PLC's. New teachers are assigned mentors and leaders who support with day to day instructional planning and organization. Weekly PLC's are provided for all teachers based on data gathered from collaborative leadership walkthroughs. This has supported increasing both teacher and leader capacity, and resulted in significant progress towards high quality staff retention and recruitment.

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

**Problem of Practice 1:** While staff retention is a strength, attendance is an opportunity for growth. New measures are in place that will ultimately support the future retention of only those teachers who display exemplary attendance going forward, which is the expectation of essential workers. **Root Cause:** We are engaged in a cultural shift that will redefine the relationship between schools and the community. The South Union School Community believes that student performance and success is the role of the school with teachers being at the forefront. Faculty and staff believe that parents play an equally important role in the success of students. We are moving in a direction that positions parents

# Parent and Community Engagement

## Parent and Community Engagement Summary

Foster parents participate in their child's education by attending annual events such as Meet the Teacher, Open House, Black History Programs, SDMC, promotion ceremonies, and parent meetings. Our parents are eager to volunteer and look forward to volunteer opportunities. We communicate with our parents through the school website, Twitter, Class Dojo, call outs and fliers. Parents also receive notifications and reminders of important school events every Tuesday in red folders. All notifications are communicated in English and Spanish.

## Parent and Community Engagement Strengths

A significant amount of the South Union School Community believes that student performance and success is the role of the school, with parents and the community serving as critical partners. To ensure a strong partnership, a strength of our school is the various opportunities we provide for parents to support the entire student body (i.e., clothing donations, school supply donations, back to school haircuts, etc.). We also consistently share various forms of key communication with our parents in English and Spanish.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** Parent involvement, especially amongst diverse populations and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities as some parents/community members don't feel confident in participating due to ongoing COVID-related concerns.

# 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
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## **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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

#### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Key Actions

**Key Action 1:** Improve outcomes of the Special Education (SPED) department

**Strategic Priorities:**

Expanding Educational Opportunities

**Indicator of Success 1:** The Special Education Department will increase student achievement in Reading/Math for each SPED student by 7 percentage points, as measured by NWEA MOY (December 2023) and NWEA EOY data by June 2024.

**Key Action 1:** Improve outcomes of the Special Education (SPED) department

**Indicator of Success 2:** 65% of students in grades K-5 will meet or exceed their RIT scale growth goal on Math and Reading assessment by MOY in December of 2023. 75% of students in grades K-2 will meet or exceed tier RIT scale growth goal on Math and Reading EOY assessments in May of 2024.

**Key Action 2:** Increase the capacity of instructional staff to provide the highest quality of instruction.

**Strategic Priorities:**

Expanding Educational Opportunities

**Indicator of Success 1:** 50% of instructional staff's scores on spot observations conducted in October 2023 will receive the maximum of 3 points. In December 65% of teachers will receive the maximum of 3 points in "Purposeful Instruction"; the percentage will increase to 75% by February 2024 and 90% of teachers will score a 3 on purposeful instruction by June 2024.

**Key Action 2:** Increase the capacity of instructional staff to provide the highest quality of instruction.

**Indicator of Success 2:** 50% of instructional staff's scores on spot observations conducted in October 2023 will receive the maximum of 3 points. In December 65% of teachers will receive the maximum of 3 points in "Engage"; the percentage will increase to 75% by February 2024 and 85% of teachers will score a 3 on Engage by June 2024.

**Key Action 3:** Cultivate a data-driven culture of high expectations.

**Strategic Priorities:**

Expanding Educational Opportunities

**Indicator of Success 1:** By the end of the academic school year in June 2024, the Special Education department will increase the in-class support rate of SPED students in general education classroom, as opposed to pull-out by 30% as measured by the IEP, ARD meetings, and progress monitoring data.

**Key Action 3:** Cultivate a data-driven culture of high expectations.

**Indicator of Success 2:** 65% of students in grades K-2 will meet or exceed their DIBELS benchmark goals by MOY; 75% of students in grades K-2 will meet or exceed their DIBELS benchmark goals by EOY.

**Key Action 3:** Cultivate a data-driven culture of high expectations.

**Indicator of Success 3:** Staff will regularly 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.

**Key Action 4:** Increase teacher involvement in the identification of students (child find).

**Strategic Priorities:**

Expanding Educational Opportunities

**Key Action 5:** Grow staff capacity to provide the highest quality instruction with implementation of technology.

**Strategic Priorities:**

Expanding Educational Opportunities

**Indicator of Success 1:** 50% of the exit tickets will require the usage of technology to demonstrate mastery of the objective.

**Key Action 5:** Grow staff capacity to provide the highest quality instruction with implementation of technology.

**Indicator of Success 2:** The Special Education Department will increase student achievement in Reading/Math for each SPED student by 7 percentage points, as measured by NWEA MOY (December 2023) and NWEA EOY data by June 2024.

**Key Action 5:** Grow staff capacity to provide the highest quality instruction with implementation of technology.

**Indicator of Success 3:** 65% of students in grades K-2 will meet or exceed their DIBELS benchmark goals by MOY; 75% of students in grades K-2 will meet

or exceed their DIBELS benchmark goals by EOY.

# State Compensatory

## Budget for 154 Foster Elementary School

**Total SCE Funds:** \$35,990.00

**Total FTEs Funded by SCE:** 0.56

### Brief Description of SCE Services and/or Programs

Foster Elementary School funds are used for 3rd grade teacher and multi grade level teacher. 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 154 Foster Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Garza, Genesis	Tchr, Multi-Grade	0.26
Wyatt, Sarah G.	Tchr, Third Grade	0.3

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ALLEN, DARNISHA IOLANET	Tchr, Spclst 11M		1
MARTINEZ, CESAR ALEJANDRO	Sr Academic Tutor, 10M		1
PORTER, SHAKERA DANIELLE	Tchr, Spclst 10.5M		1

# Campus Shared Decision Making Committee

Committee Role	Name	Position
Special Education Representative	Laura Burke	SPED Representative
Business Representative	Gregory Cleare	Business Partner
Non-classroom Professional	Kelly Vequieta	Wrap Around
Parent	Quinisha Mingo	Parent
Community Representative	Dr. Louann Pepper	Community rep
Non-classroom Professional	Shakera Porter	Non classroom professional
Classroom Teacher	Kecia Scott-Rose	Teacher
Administrator	Angela Stephens	Principal
Paraprofessional	Lashena Webb	Paraprofessional