

**Houston Independent School District**  
**257 Whidby Elementary School**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

We use AMPLIFY for reading and EUREKA for math as they are the two programs that the district is using for high quality instruction. Instruction is taught at grade level. Our campus is an NES aligned campus and follows the LSAE model to which grades 3-5 have direct instruction for 40-45 minutes, and then transition to their DOL time (Demonstration of Learning) that assesses students of mastery on the objective taught for that day (Learning Objective- LO). During instruction for all grade levels, MRS strategies are being implemented in the classroom (ie. White Boards, White Response Cards, Turn and Talk, etc.) to increase student engagement and participation. If students answer 3 or 4 out of 5 questions correctly on their DOL, they are able to transition to the TEAMS center where they are given a Secured or Advanced packet to extend their learning as the packets are more rigorous and extends the student learning.

Multiple sources of data are used to drive instruction. On a daily basis, students take a DOL and that determines what level of instruction or acceleration they receive during the instructional day. In addition, unit assessments and other metrics are used to determine what skills and objectives the students need to master. The district uses the NWEA assessments at BOY, MOY, and EOY increments during the school year to monitor student progress and learning. We also use Zearn for Math to where students have to complete 3 lessons per week to reinforce their math learning. We also have STAAR interim assessments we are taking in the fall for reading and math in grades 3-5 to assess and analyze student learning to plan and drive student instruction.

### Student Achievement Strengths

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

If the state approves and proceeds with the current state accountability system, Whidby's preliminary state accountability rating for the 2023-2024 school year will be an F based on the 2022-2023 STAAR results. In Domain I: Student Achievement, we received a preliminary score of 56; Domain 2: Student Progress is a 59; Domain 3: Closing the Gaps is a 50; and the overall campus score is a 56. The previous year Domain I was a 65; Domain 2 was a 91; and Domain 3 was a 75; and the overall campus score was an 87.

### STAAR results by grade level

- **3rd grade**
  - **Reading:** 73% Approaches, 31% Meets, 4% Masters
  - **Math:** 65% Approaches, 23% Meets, 4% Masters
- **4th Grade**
  - **Reading:** 59% Approaches, 24% Meets, 6% Masters
  - **Math:** 36% Approaches, 11% Meets, 0% Masters
- **5th Grade**
  - **Reading:** 62% Approaches, 40% Meets, 12% Masters
  - **Math:** 62% Approaches, 28% Meets, 12% Masters
  - **Science:** 35% Approaches, 15% Meets, 3% Masters
- **Overall STAAR results**
  - **Reading:** 65%
  - **Math:** 54%

- **Science:** 35%

Our areas of strength were in reading, especially in 3rd grade, with us exceeding our Approaches and Meets percentages from the 2021-2022 to the 2022-2023 school year. In 3rd grade we went from 63% to 73% in Approaches and 28% to 31% this in Meets.

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

**Problem of Practice 1:** Students are having trouble comprehending academic information and successfully using the information they have learned and/or read in a text or passage to complete assigned work that requires them to apply their learning and write short and/or extended constructed responses. **Root Cause:** Students are not on their reading grade level.

**Problem of Practice 2:** Students are not able to problem solve and/or have trouble with math computation and fluency. **Root Cause:** Students are not on their reading grade level and have trouble understanding math word problems to be able to solve them.

**Problem of Practice 3:** Seventy-six percent of special education students did not pass the 2022-2023 STAAR Reading Assessment. **Root Cause:** It is possible that students' accommodations according to their IEP is not being provided consistently throughout the school year and review of their IEP may be necessary to revise/add/edit accommodations that are needed for special education students.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Our campus, during the 2022-2023 school year, had a student attendance rate of 94.9%. We had an action plan to attack our student attendance rate of 88% from the 2021-2022 school year with the implementation of our campus Attendance Plan. There was a total of 17 out of school suspensions due to the Restorative Practices we implemented on our campus. Examples of Restorative practices include implementation of positive incentives from Whidby bucks and the Whidby Wildcat store, along with counseling/therapy sessions with our Community in Schools representative and our counselor. We also implemented T.E.A.C.H. strategies across all classrooms and the entire campus that focuses heavily in on classroom systems, structures, and classroom management. We participated in POSSIP to gain monthly feedback from our parents surrounding their feelings about their child's academia and campus safety. We received a positive rating from the POSSIP feedback.

### **School Culture and Climate Strengths**

The following strengths were identified based on a review of the 2022-2023 data: We decreased from 28 out of school suspensions from the 2021-2022 school year to 17 out of school suspensions for the 2022-2023 school year. Our campus is currently at 4 out of school suspensions for the 2023-2024 school year.

- We implemented T.E.A.C.H. strategies campus-wide and in our classrooms to help improve the classroom structures and management.
- We also implemented positive behavior incentives throughout the campus to reinforce student positive behaviors.

### **Problems of Practice Identifying School Culture and Climate Needs**

**Problem of Practice 1:** Though drastically reduced, we still do have a few student discipline concerns and issues that arise in and outside of the classroom that prevent students from learning and/or participating. **Root Cause:** Some students need additional support that is non-academic- physical, social, mental, emotional needs.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

After the 2022-2023 school year, we lost 7 highly effective teachers to NES schools due to the higher salaries, with 2 teachers receiving promotions in the district. We attended District job fairs and marketed on social media through Twitter and Facebook to attract highly effective teachers. We encourage professional development for our teachers based on our school data (ie. Empowering Writers, Reading by Design, etc.). Bi-weekly there were after school professional development trainings during the 2022-2023 school year. This year during the 2023-2024 school year, we have weekly after school professional development trainings. These trainings include Demo Day Thursdays to build teacher instructional capacity where coaching and feedback can be provided by the administrator and/or by their peer colleagues.

### Staff Quality, Recruitment, and Retention Strengths

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

- We achieved 65 overall approaches on the Reading STAAR in grades 3-5.
- In Grade 5 reading, 40% of students who took the Reading STAAR met meets with 12% of them meeting Masters.
- In Grade 4, 24% met MEETS and in Grade 3, 31% met MEETS.
- Teachers were provided additional Professional Development trainings with Malene Golding and attended Empowering Writers trainings during the Fall 2022.

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

**Problem of Practice 1:** We were not able to retain some of our highly effective teachers and/or staff after the 2022-2023 school year. **Root Cause:** They left to go to an NES campus where their salaries were much higher.

# Parent and Community Engagement

## Parent and Community Engagement Summary

We had multiple parent involvement activities during the 2022-2023 school year that included monthly parent and principal meetings (ie. Coffee with the Principal, Tea with the Principal, title I meetings). We also had literacy night, Open House, Children's Museum night, Meet the Teacher, Donuts with Dads, Muffins with Moms, and several evening dances (ie. Sneaker Ball, Pink Fling, Spring Fling) that welcomed our Whidby Families. We will continue these parental involvement events that also include our Wraparound Specialist in attendance to provide families with additional support that is non-academic and meet their physical, social, and/or emotional needs.

## Parent and Community Engagement Strengths

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

- We have an abundance of parental involvement meetings from Coffee with the Principal to school-wide events (ie. Literacy Night, Family Dances)
- Parents are provided POSSIP feedback surveys where they provide feedback to the school so that we can continue to improve our campus culture and continue to build a positive relationship and rapport with our families and students.
- We have a FACE walk that occurs each semester where parents are able to walk the building and provide feedback (ie. Campus grounds, campus safety, campus family-friendly initiatives)

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** There is a lack of parental involvement in students' learning between teacher and parent/guardian. **Root Cause:** Teachers and/or parents/guardians are not in consistent communication (ie. ClassDojo, Phone Calls, Parent Conferences) regarding students' learning, progress, and/or behavior 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

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

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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS data

### **Parent/Community Data**

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





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

- Organizational structure data
- Budgets/entitlements and expenditures data

# Key Actions





**Key Action 1:** Provide effective on grade level high quality instruction through the implementation of high quality instructional materials with differentiated supports to increase Meets and Masters while closing achievement gaps.

**Indicator of Success 1:** The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 32% to 43% by the end of the 2024 school year.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Increase instructional capacity in literacy.</p> <p><b>School Leaders' Actions</b></p> <p>1.) Instructional leaders will conduct daily classroom walks with the Spot Feedback forms that will include evidence of completed student data trackers. 2.) Instructional leaders will facilitate PLCs around student data tracking from campus and district assessments and identify lowest performing TEKS to create action plans that will be administered in the following 3 weeks. 3.) Instructional leaders will provide coaching and feedback from class walks around the action plan with teachers regarding their classroom data. 4.) Instructional leaders will create a template for teachers for student-teacher data conferences to be utilized in their discussions with students regarding their goals at various checkpoints throughout the year from campus and district assessments.</p> <p><b>Staff Actions</b></p> <p>1.) Teachers will aggressively monitor classroom DOL and input student data daily on the classroom data trackers. 2.) Teachers will create student data folders with students so they can track their individual goals and progress throughout the year at campus and district checkpoints. This will be maintained throughout the year by the teacher and student. 3.) Teachers will conduct student data conferences based on the template provided by the campus so students can formulate measurable goals in their individual data folders. 4.) Teachers will maintain a data binder that contains all student data per assessment in the classroom so that there is evidence of monitoring and student progress at each checkpoint.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Key Action 2:** Focus on internalizing lessons, concept development and demonstration of learning components of eureka to increase student growth.

**Indicator of Success 1:** The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 21% to 30% by the end of the 2024 school year.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Increase instructional capacity in math.</p> <p><b>School Leaders' Actions</b></p> <p>1.) Instructional leaders will conduct daily classroom walks with the Spot Feedback forms that will include evidence of completed student data trackers. 2.) Instructional leaders will facilitate PLCs around student data tracking from campus and district assessments and identify lowest performing TEKS to create action plans that will be administered in the following 3 weeks. 3.) Instructional leaders will provide coaching and feedback from class walks around the action plan with teachers regarding their classroom data. 4.) Instructional leaders will create a template for teachers for student-teacher data conferences to be utilized in their discussions with students regarding their goals at various checkpoints throughout the year from campus and district assessments.</p> <p><b>Staff Actions</b></p> <p>.) Teachers will aggressively monitor classroom DOL and input student data daily on the classroom data trackers. 2.) Teachers will create student data folders with students so they can track their individual goals and progress throughout the year at campus and district checkpoints. This will be maintained throughout the year by the teacher and student. 3.) Teachers will conduct student data conferences based on the template provided by the campus so students can formulate measurable goals in their individual data folders. 4.) Teachers will maintain a data binder that contains all student data per assessment in the classroom so that there is evidence of monitoring and student progress at each checkpoint.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			
<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>				

**Key Action 3:** Improve the quality of instruction by implementing a system for continuous instructional feedback, coaching, reflection, and action steps using the district's spot observation rubric.

**Indicator of Success 1:** The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase from 15% to 25% by the end of the 2024 school year.





Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Increase teacher capacity in science instruction school wide.</p> <p><b>School Leaders' Actions</b> Conduct lesson internalization PLC with teachers. Provide on the spot coaching and feedback. Provide professional development in science curriculum.</p> <p><b>Staff Actions</b> Attend professional development. Implement coaching and feedback provided by campus administration.</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Key Action 4:** Increase student growth for achievement in Special Education students across grade level.

**Strategic Priorities:**

Expanding Educational Opportunities

**Indicator of Success 1:** The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 0% to 5% by the end of the 2024 school year.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Increase teacher capacity in IEP compliance, implementation and progress monitoring of students in special education.</p> <p><b>School Leaders' Actions</b></p> <p>* Collaborate with special education chairperson/case manager on the development of student IEPs and ensure proper documentations by teachers. * Monitor implementation and effectiveness of IEPs by classroom and special education teacher. * Provide teachers with ongoing support and feedback on IEP implementation. * Provide support and professional development that target best practices to enhance instructional practices. * Facilitate PLCs to unpack the TEKS and Learning Objectives * Use data monitoring trackers to support individual student growth.</p> <p><b>Staff Actions</b></p> <p>Implement IEP and progress monitor student growth Collaborate with others on campus including parent to help meet student goals and close gaps</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

# State Compensatory

## Budget for 257 Whidby Elementary School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 0

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

As an NES-A Campus, we do not control our SCE funds and currently do not have that in our budget.