Houston Independent School District

166 John R. Harris Elementary School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

High quality instructional materials are used daily. Instruction is taught at grade level.

Effective classroom routines used are a focus on quality instruction. MRS strategies to increase student engagement are used.

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 recieve during the instructional day. In addiion, unit assessments and other metrics are used to determine what skills and objectives the students need to master.

School Culture and Climate

School Culture and Climate Summary

J.R. Harris implements a number of programs and processes to enable quality teaching and learning for all students, including 44% of students that are classifie as Emergent Bilinguals.

This year, a focus continues to be on RTI. Our process for this work includes a devoted daily RTI block (30 min. per day for K-2nd grades). During this time, teachers will pull small groups of tier II and III students and utilize specific RTI programs to fill their academic gaps and monitor students' progress either weekly (Tier 3) or biweekly (Tier 2). Teachers will document interventions according to district policy and will maintain records of students' progress monitoring in a bin provided to each teacher. Teachers will bring these bins of documentation to the RTI/IAT meetings held with each grade level once per month.

A key process in our Professional Learning Communities is data-driven instruction following every formative assessment (Curriculum Embedded Assessments, CIRCLE, DIBELS, and NWEA). In addition, teachers will be monitoring daily DOLs to ensure we are adjusting instruction quickly. Teachers analyze their data using reports from OnTrack, identifying which TEKS are strengths and weaknesses for their students, as pre-work. Then, during PLC, administrators facilitate the process of using that analysis to develop reteach and intervention calendars as well as plans that address students' specific misconceptions. Teachers are then held accountable for implementing the plans via follow up SPOT Observations and feedback. Additionally, students will take ownership through their own data-tracking process. Each student (PreK-5th) has a data binder in which they track their own formative assessment data. Teachers will hold regular one-on-one data conversations with students to scaffold analysis of performance and goal-setting.

To foster a positive school environment, strong relationships across the school, and students' development of positive character traits and self-management skills, we adopted the PBIS program in the summer of 2020. We have adopted schoolwide and class expectations as well as training the staff on classroom management strategies based on positive reinforcement. Each six weeks, students who had been demonstrating the expectations were invited to a PBIS celebration to acknowledge their great choices. In addition, we have a schoolwide incentive program, where students can receive PBIS "dollars" for demonstrating one of our four school values - safety, ownership, achievement, and respect. They will have monthly opportunities to spend the dollars on prizes in our PBIS store. Our PBIS program is led by a team of teachers and administrators fondly known as the "PBIS Squad." Distributed leadership is a consistent process at J.R. Harris. Decisions are made by the Teacher Leader Team, PBIS Squad, and Shared Decision Making Team. A majority of teachers serve on at least one of these teams, enabling a great deal of distributed leadership and teacher empowerment.

School Culture and Climate Strengths

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

The bilingual program has proven to be an asset to the campus, scaffolding students' developing bilingualism in a targeted manner, as evidenced by TELPAS data compared from 21-22 to 22-23.

Our RTI program features a number of strengths, including protected time for intervention, documentation accountability, ongoing monitoring, and research-backed programs to ensure consistent, effective intervention across classrooms. Our data-driven instruction processes offer strengths such as timely analysis and reflection, identification of areas for growth and specific misconceptions impeding student learning, and targeted action plans. This work enables individualized reteaching and intervention to meet students' needs.

The use of student data binders empowers students to metacognitively own and reflect on their education. Teachers scaffold this process through modeling and one-on-one data conversations, enabling individual goal-setting.

Our PBIS program offers a number of strengths. Over the course of the program implementation, students have shown more understanding of and compliance with

school expectations, as well as more positive character traits, such as responsibility. Students have become highly motivated to do well so they can participate in the PBIS celebrations every six weeks, as indicated by their responses on an end-of-year survey. Strong teacher-student relationships have grown as well.

Our distributed leadership processes empower teachers to have a voice in school decision-making. Members of our various committees share issues that have arisen and collaboratively develop solutions to them. This has the dual advantages of both empowering the teachers as leaders and identifying ideal actions to take, given the diversity of perspectives on the teams.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Almost half of the school population are Emergent Bilingual students. Learning to speak English as a second language can be quite an obstacle for students. In addition, we have students who are not identified as Emergent Bilingual students, but rely heavily on Spanish as their primary language at home.   **Root Cause:** Most of our parents or guardians have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influences the improvement of students' English language proficiency.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have a set of expectations, as outlined in our Teacher / Staff Handbook. Each year the handbook is updated to reflect improvements, changes, and needs of the campus. In addition to having a clear set of expectations, we have multiple committees for staff members to serve on and to be able to take part in the decision making on campus. Some of these committees include: Teacher Leaders, SDMC, and the PBIS Team. Other committees are a part of programs/events that take place throughout the year, such as Literacy Night, Math/Science Night, Winter Program, Hispanic Heritage Program, and more. In addition, we meet weekly as a PLC by grade level in order to grow as a team in our instructional practices, and to provide time for teams of teachers to provide feedback and support to each other.

ATTENDANCE DATA: From 2021-2022 to 2022-2023, our attendance rate maintained at 92.7%. When looking at our sub-pops, the GT students had the highest attendance rate at 97.1%, while our students considered homeless had the lowest rate at 81%.

RETENTION DATA: We currently have 36 students on campus that are considered overage: 6 1st graders, 1 2nd grader, 11 3rd graders, 6 4th graders, and 12 5th graders. Each of these students are a part of our RTI Tier II or III groups and we have begun the IAT process, in order to provide them with the necessary interventions to close the gaps.

Staff Quality, Recruitment, and Retention Strengths

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

Our strengths lie within the culture and community we have built at J.R. Harris Elementary. Teachers work together as teams with a common goal of improving student learning, and administration is in the work with teachers supporting them in their goals.

ATTENDANCE: Counselors call parents of every absent student every day. There is a plan in place to conduct home visits and create action plans for students with excessive absences. In addition, weekly meetings are held between the SIR Clerk, COunselors, and Wraparound Specialist to see if there are any trends with students with excessive absences, so we can provide support, if needed.

RETENTION DATA: During Pre-Service, teachers reviewed their students' data and created RTI plans from Day 1. In addition, we hold monthly RTI / IAT meetings with the IAT Liaison to review the data of our students in RTI and ensure we are not missing any students that may need additional support.

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

Problem of Practice 1: We are still building the importance and culture with parents regarding consistent attendance (including being on time). **Root Cause:** Parents not understanding and knowing the attendance laws and the schedule of students, which has students starting core instruction at 8 am.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents have the opportunity to be involved in students' learning through various planned activities:
- Meet the Teacher (before school starts)
- Open House (1 month in)
- Monthly Coffee with the Principal - Address various topics and include student artwork or performances to encourage greater attendance
- Literacy Night
- Math/Science Night
- MOY Student Led Conferences (New this year)
- Volunteer Opportunities - PBIS Store and PBIS Celebrations

Parent and Community Engagement Strengths

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

We offer multiple opportunities for parents to be involved in students' learning and ensure that each of the opportunities are tied to academics and arts.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Attendance to Coffee with the Principal is lower than expected, even with the addition of student work showcases and/or student performances. **Root Cause:** Parents are working during the day and/or not understanding the importance of Coffee with the Principal.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

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
- 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
- Annual dropout rate data
- Attendance data
- 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
- 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
- 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

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 35% to 40% by the end of the 2024 school year.

Specific Action 1 Details		Reviews		
Specific Action 1: Increase teacher capacity in literacy.		**Formative**		**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
* Conduct effective PLCs that focus on data, differentiation, rigor, and alignment of the TEKS. * Provide on the spot coaching (using on the T-TESS Walkthrough forms) regularly. * Provide written feedback once a month with a focus on student discourse, level of rigor, differentiation, and alignment of TEKS. **Staff Actions** * Implementation of MRS Strategies for strategic and purposeful student discourse, with writing embedded. * Tracking of student data toward performance goals using Excel trackers, as well as individual student data cards, and student data folders. * Use daily DOLs to adjust lesson to meet each student's needs.				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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 35% to 40% by the end of the 2024 school year.

Specific Action 1 Details			Reviews		
Specific Action 1: Increase teacher capacity in math.		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Conduct effective PLCs that focus on data, differentiation, rigor, and alignment of the TEKS. * Provide on the spot coaching (using on the T-TESS Walkthrough forms) regularly. * Provide written feedback once a month with a focus on student discourse, level of rigor, differentiation, and alignment of TEKS. **Staff Actions** * Implementation of MRS Strategies for strategic and purposeful student discourse, with writing embedded. * Tracking of student data toward performance goals using Excel trackers, as well as individual student data cards, and student data folders. * Use daily DOLs to adjust lesson to meet each student's needs.					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

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 26% to 40% by the end of the 2024 school year.

Specific Action 1 Details	Reviews			
Specific Action 1: Increase teacher capacity in science instruction school wide.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Conduct lesson internalization PLC with teachers. Provide on the spot coaching and feedback. Provide professional development in science curriculum. **Staff Actions** Attend professional development. Implement coaching and feedback provided by campus administration.				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

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

Indicator of Success 1: The percentage of 3rd- 5th grade students classified as students with an IEP performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 53% to 55% by the end of the 2024 school year.

Specific Action 1 Details	Reviews			
Specific Action 1: Increase teacher capacity and knowledge in working with EB students.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Conduct weekly PLC with teachers, reviewing individual student data, upcoming review ARDs and/or initial ARDs. Provide on the spot coaching and feedback. Provide professional development based on best practices for students with IEPs. **Staff Actions** Attend professional development. Implement coaching and feedback provided by campus administration.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

State Compensatory

Budget for 166 John R. Harris Elementary School

Total SCE Funds: $58,078.26
Total FTEs Funded by SCE: 0.8
Brief Description of SCE Services and/or Programs

J.R Harris uses State Compensatory Education funds to support At-Risk students. We fund 2 teacher positions, 1 ESL Kindergarten Teacher and 1 Pre-K Bilingual 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 166 John R. Harris Elementary School

Name	Position	FTE
Annabelle Pabilona	NES-A Kindergarten ESL Teacher	0.4
Janny Romero Gutierrez	NES-A Pre-K BIL Teacher	0.4