Houston Independent School District

382 Reagan PK-8 Educational Center

2023-2024 Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

i. Master calendars include curriculum map pacing from the district's curriculum department, testing dates, reteaching dates, and PLC topics to ensure data analysis occurs after an assessment. Resources used are Amplify and Eureka. Teachers were trained on how to implement these resources through lesson internalization protocols.

ii. All activities and resources are aligned to the standard. Students are engaged in the lesson with MRS strategies that allow for student discourse and writing. Teachers use 100% cues and timers for tight transitions. Visuals, technology, manipulatives, and various other supports are provided to students.

iii. Demonstration of Learning is completed daily, upon completion the teacher tracks the data to know who needs small group intervention and when reteaching is necessary. After every assessment, the teacher conducts an item analysis to determine misconceptions of how questions were asked for each standard. Teachers then create action plans to provide interventions of for whole group re-teach. Circle, MAP, Lecture, And DIBELS is tracked at every administration to ensure progress.

Student Achievement Strengths

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

Decrease in student behavior infractions

4th Grade DL program

Strong Admin Team

Strong teachers in 4th grade, 8th grade Science and Social Studies

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Focus on High Quality instruction and student engagement through the use of MRS   **Root Cause:** 5th Grade Science drop (19%) 4th, 6th, and 7th math instruction not monitored with fidelity Failure to maximize instructional time

School Culture and Climate

School Culture and Climate Summary

Reagan k-8 is a very positive campus with a high teacher retention and professional atmosphere. Students enjoy the Dual Language program and parents are supportive of the requirements and high expectations. Student behavior infractions are very low and attendance is steady above 90%. The campus is a safe environment and classroom management is very positive.

School Culture and Climate Strengths

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

Positive student perception.

Teacher retention.

Low discipline incidences

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Implementation of Dual Language program with fidelity   **Root Cause:** Lack of fidelity with implementation of the DL program

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
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Teacher/Student Ratio

- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Key Actions

Key Action 1: Provide High-Quality instruction by aligning LOs to DOLs daily.

Specific actions

Leadership team will train teachers on alignment of LO's to DOL's in August/September.

Principal and Assistant Principal will conduct weekly PLCs to review and monitor alignment using PLC protocol.

Principal and Assistant Principals will conduct a minimum of 2 informal spot observations each day using informal Spot Observation forms.

Principal and Assistant Principal will calibrate weekly to ensure alignment of on-the-Spot coaching and feedback.

Specific actions

Teachers will attend curriculum training on lesson internalization for Eureka, Carnegie, and Science of Reading during preservice week.

Teachers will internalize lessons by starting with the DOL when planning to ensure alignment with LO and lesson material.

Teachers will actively participate in weekly Demo Day and PLC meetings.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Indicators of success (Measurable results that describe success.)

Out of 50 spot observations completed by March 2024, 90% of observed DOL's will align with curriculum maps and daily LO.

Out of 50 spot observations completed by November 2024, 75% of observed DOL's will align with curriculum maps and daily LO.

Indicator 1: Out of 50 spot observations completed by March 2024, 90% of observed DOL's will align with curriculum maps and daily LO.

Indicator 2: Out of 50 spot observations completed by November 2024, 75% of observed DOL's will align with curriculum maps and daily LO.

Key Action 2: Increase student engagement and participation by implementing MRS strategies effectively and with intent.

Out of 50 spot observations conducted by November, 80% of teachers will score at least 4 points in the Instructional Domain

70% of teachers will receive a score of proficient or higher on T-TESS in Dimension 2.3 (Communication and 2.5 (Monitor and Adjust)

Specific actions

Principal and AP's will provide beginning of the year and ongoing professional development focused on effective implementation of the LSAE process and multiple response strategies.

Leadership team will provide training on effective use of timers to ensure student engagement and check for understanding.

Leadership team will provide ongoing feedback around MRS strategies and once a month during Demo Day.

Specific actions

Teachers will implement MRS in the classroom daily utilizing at least 3 types of MRS per lesson.

Teachers will share and practice MRS that work on horizontal and vertical teams during weekly PLC's and Demo Days.
Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Out of 50 spot observations conducted by November, 80% of teachers will score at least 4 points in the Instructional Domain

70% of teachers will receive a score of proficient or higher on T-TESS in Dimension 2.3 (Communication and 2.5 (Monitor and Adjust)

Indicator 1: Out of 50 spot observations conducted by November, 80% of teachers will score at least 4 points in the Instructional Domain

70% of teachers will receive a score of proficient or higher on T-TESS in Dimension 2.3 (Communication and 2.5 (Monitor and Adjust)

Indicator 2: Out of 50 spot observations conducted by November, 80% of teachers will score at least 4 points in the Instructional Domain

70% of teachers will receive a score of proficient or higher on T-TESS in Dimension 2.3 (Communication and 2.5 (Monitor and Adjust)

Key Action 3: Special Education Students will master LO's daily.

Indicators of success (Measurable results that describe success.)

50% of SpEd students will score at the approaches/meets level equivalent on MOY MAP.

50 % of students will score at the meets grade level on the 2024 STAAR Assessment.

Specific actions

SpEd Chair will ensure that all student accommodations and modifications are provided to teacher prior to the start of school.

Campus Administrators will partner with SpEd teachers to create binders to document daily accommodations and modifications.

SpEd Chair will train teachers on how to correctly use accommodations, document accommodations, and request an additional ARD when students are not meeting standards.

Specific actions
General Education teachers will collaborate with SpEd teachers to implement student IEP goals and monitor progress.

General Education and SpEd teachers will use the accommodation label on all assignments.

All teachers will meet with the Co-teacher or SpEd chair to progress monitor students.
Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: Indicators of success (Measurable results that describe success.)

50% of SpEd students will score at the approaches/meets level equivalent on MOY MAP.

50 % of students will score at the meets grade level on the 2024 STAAR Assessment.

Indicator 1: 50% of SpEd students will score at the approaches/meets level equivalent on MOY MAP.

Indicator 2: 50 % of students will score at the meets grade level on the 2024 STAAR Assessment.

State Compensatory

Budget for 382 Reagan PK-8 Educational Center

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

NES campuses do not receive SCE funding at the campus level

Personnel for 382 Reagan PK-8 Educational Center

Name	Position	FTE
Cooper, Shari	89th Science of Reading	1
Lahrmann, Lance	5th Math	1