

**Houston Independent School District**  
**369 Gross Elementary School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

Every Child, Every Day---Whatever it Takes

# Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
School Culture and Climate	5
Staff Quality, Recruitment, and Retention	6
Parent and Community Engagement	7
Priority Problems of Practice	8
Key Actions	9
Key Action 1: (Student Achievement) We will strengthen the quality of instruction to improve student outcomes and teacher effectiveness by building teacher capacity by implementing the use of high-quality instructional materials using Amplify and Eureka in conjunction with the HISD curriculum.	9
Key Action 2: (Campus Culture and Climate) To ensure staff members are present daily with minimal absences or tardies that will lead to a 2% decrease in unpaid leave due to extenuating circumstances 10% decrease in discipline referrals 10% decrease in campus wide incidents due to lack of monitoring We will accomplish this by. Developing campus wide attendance tracking systems Ensure attendance is a part of are team lead meetings. Ensure staff attendance is on the agenda for every monthly staff meeting. Address any staffmember that has attendance concerns with memos of concern.	11
Key Action 3: (Staff Quality, Recruitment and Retention) We will take the following actions to support increased teacher effectiveness and high student achievement by... - Supporting teachers through an on-the-spot coaching and feedback model. -Providing teacher incentives that do not require excessive funding and focuses on intrinsic motivation. -Provide high performing teachers with leadership opportunities to train and coach other teachers.	13
Key Action 4: (Parent and Community Engagement) To provide a safe and conducive work and learning environment by increasing parental engagement through focusing our efforts on a fully functioning PTO, implementation of instructional family night and the use of class dojo campus wide. We will achieve our goals through parental outreach, parental assistance, and communication.	15
Key Action 5: (Curriculum, Instruction and Assessment) We will build teacher capacity through the reorganizing and restructuring of our Professional Learning Communities. Areas to address include increased planning time, bi-weekly vertical alignment planning sessions, and the implementation of a data tracking system that supports targeted small group instruction.	17
Key Action 6: (Technology) -To increase the use of integrated technology in the classroom through a systems approach -To upgrade teacher devices so that all classrooms have clever/touch boards. -To ensure students are using technology-based learning in the computer lab weekly through Iready/Zearne/ Amplify.	18
Key Action 7: (SPED) We will facilitate timely ARDS, write effective and appropriate IEPs and have consistent and collaborative implementation of accommodations and designated supports that will lead to increased academic achievement for students receiving Special Education Services.	20
Key Action 8: (HQI) We will strengthen the quality of instruction to improve student outcomes and teacher effectiveness by Building teacher capacity by implementing the use of high-quality instructional materials using Amplify and Eureka in conjunction with the HISD curriculum	21
Key Action 9: -	22
State Compensatory	23
Budget for 369 Gross Elementary School	23
Personnel for 369 Gross Elementary School	23

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Based on research, students who are not reading on grade level by the third-grade struggle

significantly academically. After analysis of 2022-2023 Data, it is determined to increase student's knowledge and awareness of vocabulary, comprehensive phonetics and focus on grade level literacy skills for the 2023-2024 school year

### Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Increase in 5th grade students that are at the meets level and masters level

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1: Student Engagement** **Root Cause:** -Lack of a systematic way to incorporate Multiple Response Strategies to increase student engagement and increase the effectiveness of CFU's. -Lack of consistent use of small group instruction based on students' data. Systemically small group instruction was not a lesson but rather teacher assistance at a small group table for students that needed additional help.

**Problem of Practice 2: Checks for Understanding** **Root Cause:** -The lack of a campus wide consistent way to introduce academic vocabulary during instruction that led to some classes using graphic organizers, some using journals, and some imbedding the vocabulary in the instruction but not explicitly teaching it. -Lack of alignment between the Lesson Objective, Lesson Activities, and the Demonstration of Learning

# School Culture and Climate

## School Culture and Climate Summary

In a Culture of Excellence, employees feel that what they are working on is meaningful, significant, and purpose based. Everyone concerned is highly inspired by the common purpose, which becomes the driving force behind everything that they do it has been determined that staff attendance is an intricate part of changing the organizational culture. Based on discipline data, academic data, and incident reports, it is determined that when staff is absent, we as a campus have more discipline referrals, more incidents of but not limited to

- Incidents involving students getting hurt.
- Students missing their bus.
- Students in the wrong place during dismissal

## School Culture and Climate Strengths

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

- Only 4% of staff have gone on unpaid leave in the 2022-23 school year
- Low staff turnover
- Collegial relationships

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** Problem of Practice Lack of enforcing the district attendance policy Apathy as ti relates to job performance. Lack of administrative intervention

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Research shows losing experienced instructors to teacher turnover and the lack of quality in the teacher pool has a direct impact on student achievement. It has been determined based on student achievement data and classroom observation data that the students in classes with the most effective teachers have a higher academic growth rate as well as attaining higher academic achievement goals in the meets and masters area of STAAR.

## Staff Quality, Recruitment, and Retention Strengths

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

- 43% of our teaching staff are considered experienced teachers.
- Low staff turnover
- New teachers that are eager to learn and welcome feedback.

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

**Problem of Practice 1:** \* Built in systems to reward high performing teachers. \* Lack of teachers in the teaching pool that perform at an accomplished or distinguished level. \* Lack of campus wide coaching model that is consistent and supports teacher growth. **Root Cause:** -Lack of funding to reward high performing teachers. -Lack of quality ACP programs that are aligned to the District Vision for high quality instruction. -Lack of systematic way to coach in the moment and give real time feedback as well as monitoring the expectation.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Research has shown that positive parental involvement increases the probability that students will achieve academic success as well as have a positive educational experience that translates to being a productive citizen.

## Parent and Community Engagement Strengths

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

- Low staff turnover
- Serving families that have been a part of the school for a consistent number of years

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** Lack of systems to support parents. \* Disconnection between the home and school community \* Student mobility **Root Cause:** Based on the 2022-23 data from parent surveys and parent meeting sign in sheets, we have not provided enough support in the following areas... Provide opportunities for parents to be involved by a volunteer sign up assistance help, setting up stations for parents during open house to assist with connecting to the parent portal, create opportunities for parents to assist with mon

**Problem of Practice 2:** Lack of systems to support parents. \* Disconnection between the home and school community \* Student mobility **Root Cause:** -Adjust time frames for friendly events to meet the needs of our community so that we have opportunities for parents to attend workshops, programs, meetings, or trainings in both the morning and afternoon. -Provide ProfessionalDevelopment for staff focused on the school/community connection, so that staff is aware of steps that can be taken to help parents get involved

**Problem of Practice 3:** Lack of systems to support parents. \* Disconnection between the home and school community \* Student mobility **Root Cause:** Training for parents focused on the benefits to students, parents, school, and community when parents are involved and engaged in their child's educational process.

# Priority Problems of Practice







# Key Actions

**Key Action 1:** (Student Achievement) We will strengthen the quality of instruction to improve student outcomes and teacher effectiveness by building teacher capacity by implementing the use of high-quality instructional materials using Amplify and Eureka in conjunction with the HISD curriculum.

**Indicator of Success 1:** We will strengthen the quality of instruction to improve student outcomes and teacher effectiveness by building teacher capacity by implementing the use of high-quality instructional materials using Amplify and Eureka in conjunction with the HISD curriculum.

**Indicator 1:** Based on the data from WEA, we will show a 10% decrease of students needing urgent intervention. The percentage of students that score in Approaches and Meets will increase by 5% on the MOY that will lead to a 10% increase at EOY and a 10% increase of students reaching the Meets level of STAAR in Reading going from 21% reaching meets level on STAR to 31% reaching the meets level

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> We will strengthen the quality of instruction to improve student outcomes and teacher effectiveness by building teacher capacity by implementing the use of high-quality instructional materials using Amplify and Eureka in conjunction with the HISD curriculum.</p> <p><b>School Leaders' Actions</b></p> <p>Develop PLC excellence form based on specific indicators/criteria such as completion of know show chart, student work exemplars, developed lesson Plan with a minimum of 1 MRS strategy every 4 minutes that directly increases student engagement.</p> <p>Support teachers implementing effective highly quality instruction through PLC that is focused on improving ineffective systemic trends observed through walk throughs, observations, and pulse checks.</p> <p>Develop a rubric that is directly aligned to key indicators that show evidence of high-quality instruction in the classroom that directly aligns to the HISD characteristics of grade level instruction every day, teaching bell to bell, aligned LO and DOLS and increased student engagement.</p> <p><b>Staff Actions</b></p> <p>Will be fully engaged in PLC by seeing collaboration, fully planned out lessons, engagement in the Demonstration of Learning, and completed PLC pre-work.</p> <p>Implement Multiple Response Strategies with fidelity that do not interrupt or take away from the flow of the lesson and are embedded in a strategic and logical order.</p> <p>Track data using the JGE growth binder that will lead to effective small group instruction based on the students' needs.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## **Key Action 2:** (Campus Culture and Climate)





To ensure staff members are present daily with minimal absences or tardies that will lead to a  
2% decrease in unpaid leave due to extenuating circumstances  
10% decrease in discipline referrals  
10% decrease in campus wide incidents due to lack of monitoring

We will accomplish this by.

Developing campus wide attendance tracking systems  
Ensure attendance is a part of are team lead meetings.  
Ensure staff attendance is on the agenda for every monthly staff meeting.  
Address any staffmember that has attendance concerns with memos of concern.

**Indicator of Success 1:** To ensure staff members are present daily with minimal absences or tardies that will lead to a

- Indicator 1:** 2% decrease in unpaid leave due to extenuating circumstances
- Indicator 2:** 10% decrease in discipline referrals
- Indicator 3:** 10% decrease in campus wide incidents due to lack of monitoring

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> To ensure staff members are present daily with minimal absences or tardies  <b>School Leaders' Actions</b>  Develop campus wide attendance tracking system.  Address any staff member with attendance concerns.  Provide incentives for staff members that meet attendance goals.  <b>Staff Actions</b>  Will monitor their attendance and ensure they do not go over their allotted 10 days.  Ensure that if there are extenuating circumstances, they take the necessary steps that are allowable in accordance to HISD policy.  Ensure they receive-approval when possible, to take a personal leave day.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### **Key Action 3:** (Staff Quality, Recruitment and Retention)

We will take the following actions to support increased teacher effectiveness and high student achievement by...





- Supporting teachers through an on-the-spot coaching and feedback model.
- Providing teacher incentives that do not require excessive funding and focuses on intrinsic motivation.
- Provide high performing teachers with leadership opportunities to train and coach other teachers.

**Indicator of Success 1:** -Supporting teachers through an on-the-spot coaching and feedback model.  
-Providing teacher incentives that do not require excessive funding and focuses on intrinsic motivation.  
-Provide high performing teachers with leadership opportunities to train and coach other teachers.

**Indicator 1:** 10% decrease of students needing urgent intervention.

**Indicator 2:** The percentage of students that score in Approaches and Meets will increase by 5% on the MOY that will lead to a 10% increase at EOY.

**Indicator 3:** 10% increase of students reaching the Meets level of STAAR in Reading going from 21% reaching meets level on STAAR to 31% reaching the meets level

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> -Supporting teachers through an on-the-spot coaching and feedback model.            -Providing teacher incentives that do not require excessive funding and focuses on intrinsic motivation.            -Provide high performing teachers with leadership opportunities to train and coach other teachers.</p> <p><b>School Leaders' Actions</b></p> <p>Develop an incentive system that is not costly but focuses on intrinsic motivation for high performing staff.</p> <p>Develop campus wide system for on-the-spot coaching to support teacher professional growth</p> <p>Provide teachers with leadership opportunities here on campus</p> <p><b>Staff Actions</b></p> <p>Participate in PLC and continue to practice facilitating instruction before they go live.</p> <p>Participate in admin and colleague feedback meetings and make adjustments.</p> <p>Ensure they are 100% following all compliance and instructional expectations listed on our campus wide compliance and instruction checklist</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>				

#### **Key Action 4: (Parent and Community Engagement)**





To provide a safe and conducive work and learning environment by increasing parental engagement through focusing our efforts on a fully functioning PTO, implementation of instructional family night and the use of class dojo campus wide. We will achieve our goals through parental outreach, parental assistance, and communication.

**Indicator of Success 1:** We will use Parent night participation sign in sheets, PTO enrollment, Volunteer participation numbers, Face surveys to determine the success of our initiatives. We will monitor these initiatives by ensuring parent participation data is a part of our administration team meetings once a month.

**Indicator 1:** To increase parental involvement and engagement by 15% going from 12% to 27% of parents attending campus wide events, programs, and workshops.

**Indicator 2:** To increase PTO membership by 10% going from 40% membership to 50%

**Indicator 3:** To increase PTO participation from 3% to 10% based on total membership





Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> We will use Parent night participation sign in sheets, PTO enrollment, Volunteer participation numbers, Face surveys to determine the success of our initiatives. We will monitor these initiatives by ensuring parent participation data is a part of our administration team meetings once a month.</p> <p><b>School Leaders' Actions</b></p> <p>Establish a meeting with the FACE department representative</p> <p>Establish campus expectations for class dojo set up, roll-out, and usage non- negotiables.</p> <p>Ensure the campus PTO Liaison is a part of SDMC meetings, as well as receiving an invite to weekly leadership meetings once a month to collaborate</p> <p>Ensure parents are aware of any additional support such as technology assistance, wrap around assistance, parenting classes,</p> <p><b>Staff Actions</b></p> <p>All classroom teachers will use dojo to communicate with parents.</p> <p>Assist Principal with encouraging parents to join PTO by posting information on their class dojo page, by contacting parents to sign up for VIPS, send personal invites to workshops and programs and assisting with individual classroom contest focused on the classes with the most parents to sign up for various parental initiatives and programs.</p> <p>All professional staff, which includes teachers, administrators, and the nurse, can submit SAFS for students they recognize as in need of additional non-academic services</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  0% No Progress           </div> <div>  100% Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>				



### Key Action 5: (Curriculum, Instruction and Assessment)

We will build teacher capacity through the reorganizing and restructuring of our Professional Learning Communities. Areas to address include increased planning time, bi-weekly vertical alignment planning sessions, and the implementation of a data tracking system that supports targeted small group instruction.

**Indicator of Success 1:** Based on the T-Tess walk through form 100% of teachers will have an average score of 12 out of 15 points based on their monthly walk-throughs that will lead to a 10% decrease of students needing urgent intervention based on NWEA MOY and EOY. The percentage of students that score in Approaches and Meets will increase by 5% on the MOY that will lead to a 10% increase at EOY and a 10% increase of students reaching the Meets level of STAAR in Reading going from 21% reaching meets level on STAR to 31% reaching the meets level:

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
<p><b>Specific Action 1:</b> Based on the T-Tess walk through form 100% of teachers will have an average score of 12 out of 15 points based on their monthly walk-throughs that will lead to a 10% decrease of students needing urgent intervention based on NWEA MOY and EOY. The percentage of students that score in Approaches and Meets will increase by 5% on the MOY that will lead to a 10% increase at EOY and a 10% increase of students reaching the Meets level of STAAR in Reading going from 21% reaching meets level on STAR to 31% reaching the meets level:</p> <p><b>School Leaders' Actions</b></p> <p>Provide teachers explicit math and literacy training focused on best instructional practices specific to using Eureka and Amplify curriculum.</p> <p>Provide specific professional development and practice for teachers during PLC's weekly biweekly.</p> <p>Develop data tracking system for all teachers</p> <p><b>Staff Actions</b></p> <p>Provide consistent use of best instructional practices by implementing an instructional framework specific to literacy and math instruction documented in the campus literacy/math plan.</p> <p>Use data tracking system to monitor and adjust instruction as well as provide individualized instruction</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

## Key Action 6: (Technology)

- To increase the use of integrated technology in the classroom through a systems approach
- To upgrade teacher devices so that all classrooms have clever/touch boards.
- To ensure students are using technology-based learning in the computer lab weekly through Iready/Zearne/ Amplify.

**Indicator of Success 1:** -To increase the use of integrated technology in the classroom through a systems approach

- To upgrade teacher devices so that all classrooms have clever/touch boards.
- To ensure students are using technology-based learning in the computer lab weekly through Iready/Zearne/ Amplify.

**Indicator 1:** Through classroom observation we will see a 30% increase in the use of technology integrated within the lesson measured by scores teachers receive for technology integration as a part of differentiation

**Indicator 2:** Based on a campus rubric, we will see a 10% increase in computer-based projects completed by students

Specific Action 1 Details		Reviews			
<b>Specific Action 1:</b> -To increase the use of integrated technology in the classroom through a systems approach -To upgrade teacher devices so that all classrooms have clever/touch boards. -To ensure students are using technology-based learning in the computer lab weekly through Iready/Zearne/ Amplify.  <b>School Leaders' Actions</b>  Will develop systems to ensure technology is integrated within the lessons.  Seek out grant opportunities to help financially support one to one student devices and purchasing more technology  <b>Staff Actions</b>  Complete training focused on technology integration.  Develop classroom rubric based off school-wide expectations for campus-based projects using technology.  Add technology component to the lesson plan.		Formative			Summative
		Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Key Action 7:** (SPED)We will facilitate timely ARDS, write effective and appropriate IEPs's and have consistent and collaborative implementation of accommodations and designated supports that will lead to increased academic achievement for students receiving Special Education Services.

**Indicator of Success 1:** Based on the data from the NWEA MAP students will show....





-a decrease in Urgent Interventions.

-The percentage of students that score in approaches will increase by the MOY and ultimately be impact the percentage of students in the Meets on the Spring STAAR BY at least 5%. From 2% on the 2022-23 STAAR Exam

Students that do not take the NWEA test will be monitored through EASY IEP progress monitoring to ensure students will...





-Show continual progression toward their IEP goals that will be reviewed bi-weekly

-Master their IEP goals by the end of the year

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> -Restructuring paraprofessional schedules to provide more support to students receiving SPED Inclusion services.</p> <p>-Provide professional learning for teachers and paraprofessionals focused on the implementation of accommodations and designated supports.</p> <p>-Restructure Dyslexia schedule to support students in the IAT process.</p> <p><b>School Leaders' Actions</b></p> <p>-Provide monthly training through PLC and or Monthly planning sessions that will increase the use of appropriate accommodations based on campus wide bi-weekly fidelity checks using campus developed rubric. -Develop a schedule for paraprofessionals that supports more push-in time for teachers in the classroom and more pull-out time for students in resource to ensure that all students are receiving the appropriate amount of support based on IEPs. Work with the Dyslexia department to provide additional support to students who are still in the IAT process; these are students who have not been tested and can receive support from our Campus Dyslexia Specialist using the researched based strategies learned through Region IV</p> <p><b>Staff Actions</b></p> <p>-Teachers will consistently implement and document accommodations and designated supports for students receiving Special Education Services -Teachers and Paraprofessionals will work collaboratively with the Special Education Resource Teacher during PLC to strengthen the LO/DOL alignment with 1st instruction, students' IEP and accommodations to ensure students receiving resource support still receive exposure to high quality grade-level first instruction. -Campus Dyslexia Interventionist will support teachers by providing PD on strategies to use in the classroom to support students that have been identified and students that exhibit indicators of needing dyslexia services.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Key Action 8:** (HQI) We will strengthen the quality of instruction to improve student outcomes and teacher effectiveness by Building teacher capacity by implementing the use of high-quality instructional materials using Amplify and Eureka in conjunction with the HISD curriculum

**Indicator of Success 1:** Based on the data from NWEA, we will show a 10% decrease of students needing urgent intervention. The percentage of students that score in Approaches and Meets will increase by 5% on the MOY that will lead to a 10% increase at EOY and a 10% increase of students reaching the Meets level of STAAR in Reading going from 21% reaching meets level on STAAR to 31% reaching the meets level

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> -Restructure PLC to focus on grade-level first instruction with the implementation of the Know-Show Chart to promote the internalization of the lesson.</p> <p>-Implement Monthly content collaboration sessions to help teachers understand the correlation of effective instruction from one grade level to the next (vertical alignment).</p> <p>-Provide consistent use of best instructional practices by implementing effective small group instruction 3 times a week based on campus developed rubric that will support individualized instruction based on student data.</p> <p><b>School Leaders' Actions</b></p> <p>-Develop PLC excellence form based on specific indicators/criteria such as completion of know show chart, student work exemplars, developed lesson Plan with a minimum of 1 MRS strategy every 4 minutes that directly increases student engagement. -Support teachers implementing effective highly quality instruction through PLC that is focused on improving ineffective systemic trends observed through walk throughs, observations, and pulse checks. -Develop a rubric that is directly aligned to key indicators that show evidence of high-quality instruction in the classroom that directly aligns to the HISD characteristics of grade level instruction every day, teaching bell to bell, aligned LO and DOLS and increased student engagement.</p> <p><b>Staff Actions</b></p> <p>-Will be fully engaged in PLC by seeing collaboration, fully planned out lessons, engagement in the Demonstration of Learning, and completed PLC pre-work. -Implement Multiple Response Strategies with fidelity that do not interrupt or take away from the flow of the lesson and are embedded in a strategic and logical order. -Track data using the JGE growth binder that will lead to effective small group instruction based on the students' needs.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Key Action 9: -**

# State Compensatory

## Budget for 369 Gross Elementary School

**Total SCE Funds:** \$106,642.00

**Total FTEs Funded by SCE:** 2

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

Jenard Gross ES is a Title I campus. State Compensatory Funds are used to support funding for additional teachers to reduce class sizes. SCE funds also support additional programs such as tutorials and field experiences for students that have academic gaps and are in need of additional support to help students reach their full potential academically and socially.

## Personnel for 369 Gross Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Vacant	2nd Grade ESL Teacher	1
Yolanda Washington	5th Grade Science Teacher	1