

Houston Independent School District
396 Daily Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

Every student will be provided a strategic approach to learning with an emphasis on the preparation to become world leaders of excellence. Daily will offer innovative and rigorous learning opportunities for all students in a diverse and safe environment.

Vision

At Ray K. Daily, all students will be empowered to reach their potential and develop an equitable mindset to foster high expectations and hold all community members accountable toward achievement.

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Priority Problems of Practice

Problem of Practice 1: In comparing the 2021-2022 and 2022-2023 STAAR student achievement scores, the campus saw an overall decline in student performance who met standard or higher. Math $45\% - 43.4\% = 1.6\%$ decline Reading $58\% - 50.3\% = 7.7\%$ decline Science $37\% - 35.7\% = 1.3\%$ decline Historical data indicate a continuous deficit in math and reading literacy in approximately 33% of the student population.

Root Cause 1: Paper assessment versus online assessment limited the preparedness of students for online state testing. Limited access to technology on campus from August 2022 - April 2023. Large classroom sizes, average 28 to 1 ratio Curriculum approaches to literacy and foundational skills are not consistent across grade levels. The percentage of students identified as urgent intervention continues

Problem of Practice 1 Areas: Student Achievement

Problem of Practice 2: Teacher communication strategies with parents/guardians in the 2022-2023 school were inconsistent and unregulated. There was not a system wide method to implement mass communication with teachers, staff, parents/guardians, and community members.

Root Cause 2: Multiple apps being used to communicate with parents/guardians that differ between grade levels and each teacher. The lack of a streamlined system for communication that was used with fidelity amongst all teachers and staff. Minimal communication methods to relay important information to teachers and staff on a weekly basis.

Problem of Practice 2 Areas: School Culture and Climate

Problem of Practice 3: The Teacher turnover for the 2022-2023 school year was 25%. Teacher absence rates decrease student mastery and limited intervention times with high needs students.

Root Cause 3: Due to leadership transitions mid-year in the 2022-2023 school year the campus was faced with teacher and staff turnover. Staff members that transitioned out chose internal transfers, leaving the profession, or retirement. Systematic procedures on teacher call in as well as class coverage plans limited accessibility for interventionists to push in and pull out consistently.

Problem of Practice 3 Areas: Staff Quality, Recruitment, and Retention

Problem of Practice 4: Parents may not be as involved in school activities due to lack of communication and parent work schedules.

Root Cause 4: Bilingual parents are more comfortable communicating with bilingual staff members. Parent work schedule limits involvement. Events and programs need to be offered at convenient times to increase participation of working parents.

Problem of Practice 4 Areas: Parent and Community Engagement

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data

- T-TESS data
- T-PESS 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
- Action research results
- Other additional data

Key Actions

Key Action 1: Increase instructional capacity to provide rigorous, high-quality instruction for kinder through fifth-grade students by implementing Eureka Math and Amplify Reading.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase instructional capacity to provide rigorous, high-quality instruction for kinder through fifth-grade students by implementing Eureka Math and Amplify Reading.

Indicator 1: By the end of the 2023-2024 School Year, Math, Reading, and Science Results in each grade level will increase by a minimum of 10% from the 2022-2023 scores.

* 75% or more at Approaches or better in Reading

* 75% or more at Approaches or better in Math.

Indicator 2: By the end of the 2023-2024 School Year, Math, Reading, and Science Results in each grade level will increase by a minimum of 10% from the 2022-2023 scores.

* 70% or more at Approaches or better in Science 5

By June 2024, 80% of students will meet or exceed their NWEA and growth goal measured by BOY and EOY quantitative data.

* 100% implementation of Eureka and Amplify in all K - 5 classrooms by October 2023.

Indicator 3: By June 2024, 80% of students will meet or exceed their NWEA and growth goal measured by BOY and EOY quantitative data.

* 85 % of teacher on-spot observation scores will be proficient or higher and demonstrate increased student achievement by January 2024.

* 80% of campus teachers will deliver high-impact instruction that directly impacts student achievement (Teacher appraisers will monitor student formative assessment to indicate teacher instruction quality.)

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Increase instructional capacity to provide rigorous, high-quality instruction for kinder through fifth-grade students by implementing Eureka Math and Amplify Reading.</p> <p>School Leaders' Actions</p> <p>* Finalize master schedule and learning blocks for reading and math to support needed instructional time for implementation. * Rostering students to appropriate classrooms based on determined needs. * Identify students' proficiency based on the 2023 STAAR, REN360 EOY data, and BOY diagnostic assessments. * Train teachers and leads on curriculum framework, internalization, and lesson delivery application for Eureka and Amplify. Fidelity will be monitored by observations, student data, PLC internalization discussions, and lesson plan internalization. * Train teachers on how to utilize diagnostic assessment data to create individual plans as well as group students based on proficiency and need for interventions and / or enrichment per content. * Provide teachers with professional development on classroom best practices during PLCs (I.e., check for understanding, probing questions, etc.) * By October 2023, leadership will identify teachers needing additional coaching support based on SPOT and calibration observations. * Require coaching support for select teachers that develop teachers' instructional capacity. * Deliver effective PLCs that emphasize small group and intervention strategies. * Appraisers/Department chairs will deliver weekly feedback and reflection comments on lesson plans. * Calibration/ Evaluation Alignment between instructional appraisers using district appraisal format. Appraisers will perform weekly walks to all classrooms as well as team calibrate observations biweekly. * PLCs focused on instructional practices.</p> <p>Staff Actions</p> <p>* 100% completion of district or campus-led instructional professional development regarding Eureka and Amplify. * 100% participation in continuous professional developments as needed and Internalization Lesson planning and feedback by content teams in weekly PLCs. * Implementation of Eureka and Amplify in all K - 5 classrooms. * Administration of BOY assessments * Utilization of Historical and diagnostic data to track student progress and adjust methods during internalization to support proficiency. * Participation in weekly PLCs * Veteran teachers coaching identified support teachers needing support.</p>	Formative			Summative
	Feb	Mar	Apr	June
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Key Action 2: Improvement of high-quality instruction through Instructional coaching and strategic PLC implementation

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Improvement of high-quality instruction through Instructional coaching and strategic PLC implementation

Indicator 1: By the end of the 2023-2024 School Year, Math, Reading, and Science Results in each grade level will increase by a minimum of 10% from the 2022-2023 scores.
 o 75% or more at Approaches or better in Reading o 75% or more at Approaches or better in Math o 70% or more at Approaches or better in Science 5

Indicator 2: * By June 2024, 80% of students will meet and/or exceed their NWEA and growth goal as measured by BOY and EOY quantitative data
 * By October 2023, 85% of the spot observations conducted by the leadership team will meet 4 out of 5 of the aligned indicators.

Indicator 3: * By January 2024, spot observations will increase to 5 out of 7 or more aligned indicators. * By March 2024, the percentage of spot observation aligned indicators will increase to 100% met.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Improvement of high-quality instruction through Instructional coaching and strategic PLC implementation</p> <p>School Leaders' Actions</p> <p>* Finalize master schedule and learning blocks for reading and math to support needed instructional time for implementation. * Calendar PLC topics and work alongside teacher leads to implement PLC protocol procedures. * Rostering students to appropriate classrooms based on determined needs. * During the PLCs, the leadership team will use Eureka and Amplify protocols for internalizing lessons and adjusting lessons. * Identify students' proficiency based on the 2023 STAAR, REN360 EOY data, and BOY diagnostic assessments. * Instructional Leaders will coach and appraise based on content. * Adjust the spot observation rubrics and feedback to campus needs. * Conduct monthly Leader squad meetings to get feedback from teacher leads on successes, concerns, and needed adjustments to support high-quality learning and coaching. * Facilitate At-Bats, where teachers practice multiple response strategies with their peers. * The leadership team will provide feedback and coaching on the implementation and effectiveness of the multiple response strategies during classroom observations. * Selection and grouping criterion for Literacy NOW vendor for K - 2 supports for Tier 2 and 3 students. * Grouping students by needs and providing individual support to teachers to maximize instruction for Tier 1 and small group push-in interventions.</p> <p>Staff Actions</p> <p>* Weekly campus Professional Learning Committees * Implement additional campus resources such as Literacy Now and I-Ready * Lesson planning and feedback by content teams * Daily formative assessment check-ins</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



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Discontinue

Key Action 3: Increase student achievement by targeting special population programs with a focus on Special Education, Emergent Bilinguals and Gifted and Talented. Campus will design and implement a program specific intervention and/or enrichment during the 2023-2024 school year.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase student achievement by targeting special population programs with a focus on Special Education, Emergent Bilinguals and Gifted and Talented. Campus will design and implement a program specific intervention and/or enrichment during the 2023-2024 school year.

Indicator 1: * By June 2024, targeted students will show a minimum of 10% increase in Math, Reading, and Science 5 scores in STAAR assessment compared to the 2022-2023 school year.

Indicator 2: * By June 2024, 80% of students will meet and/or exceed their NWEA and growth goal measured by BOY and EOY quantitative data. * By June 2024, 85% of students will show 1 full year of literacy growth in Math and/or Reading depending on individualized needs in all grade levels.

Indicator 3: * By June 2024, 75 % of Emergent Bilinguals will increase by a minimum of 1 overall rating on the 2024 TELPAS by focusing on oratory and written responses.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Increase student achievement by targeting special population programs with a focus on Special Education, Emergent Bilinguals and Gifted and Talented. Campus will design and implement a program specific intervention and/or enrichment during the 2023-2024 school year.</p> <p>School Leaders' Actions</p> <p>* Work with educators to ensure the continuation of the Individualized Education Plan. * Monitor data and work with teachers to evaluate the needs of students. * Create Intervention plans and schedules for Math and reading literacy needs. * Create a dyslexia intervention plan and small group pull-out schedule. * Support Resource pull-out implementation and coach resource teachers in high-quality instruction based on student needs. * Hold weekly meetings with the Special population team to track, receive feedback, and adjust plans as needed. * Ensure that all campus resources are tailored to individual needs. * Selection and grouping criterion for Literacy NOW vendor for K - 2 supports for Tier 2 and 3 students. * Grouping students by needs and providing individual support to teachers to ensure maximization of instruction for Tier 1 and small group push-in interventions.</p> <p>Staff Actions</p> <p>* Educators implement Individualized Education Plans to meet students' academic needs. * Use data to monitor student progress in alignment with their academic growth goals. * Work with additional campus support to ensure the resources address students' learning needs. * Attend weekly meetings with the Special population team to track, receive feedback, and adjust plans as needed. * Track student progress through assessments, holistic documentation, and weekly reports as needed based on individual education plans or RTI/IAT requirements. * Communicate progress or concerns to parents and other relevant stakeholders.</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



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Key Action 4: Foster an inclusive, supportive, and engaging environment where stakeholders feel valued and empowered to contribute to the campus vision.

Strategic Priorities:

Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Foster an inclusive, supportive, and engaging environment where stakeholders feel valued and empowered to contribute to the campus vision.

Indicator 1: * By June 2024, student attendance will increase from 94% to 96%.

Indicator 2: * By the end of the 2023-2024 school year, the campus will decrease infraction rates by 50%, with no out-of-school suspensions unless deemed by the HISD code of conduct.

Indicator 3: * By June 2024, parent (VIPS) involvement will increase by 5% in every represented demographic on campus. * By June 2024, an increase of 15% in attendance at community and academic events by all stakeholders.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Foster an inclusive, supportive, and engaging environment where stakeholders feel valued and empowered to contribute to the campus vision.</p> <p>School Leaders' Actions</p> <p>* Create and lead an attendance committee for students who are habitually absent or tardy. * Calendar out events for the school year, work alongside counselor, wrap around specialists and PTO to support community events and promote increase engagement and turnout. * A minimum of 1-2 outreach events will be held monthly. * Monthly raffles for parents will be organized to promote attendance on campus. Incentives will include but are not limited to basic family needs like grocery gift cards, perishable baskets, and transportation vouchers. * School counselor will implement group sessions and after-school SEL support for parents. * Committee to meet weekly with year-to-date attendance report, schedule home visits and needs assessments with wrap-around specialist and counselor. * Launch campuswide implementation of restorative practice and SEL circles in all homeroom classes to minimize behavioral concerns and decrease escalated infractions. * Social Emotional Learning Curriculum launched by counselor for all grade levels. * Utilization of Digital platforms such as Twitter, ClassDojo, website, Daily's Online Newsletter, and PTO platforms to promote and advertise campus social and academic events to engage all stakeholders. * Daily weekly newsletters will provide information on the state of school regarding attendance, family supports and articles for SEL and health safety, as well as upcoming events. * Monthly coffee with the principal events will be provided for community stakeholders in the morning and evening. Topics will include the state of the school, events, academic needs to informational sessions about curriculum launch.</p> <p>Staff Actions</p> <p>* Attend / volunteer for outreach events. * Parent communication logs document parent interactions consistently. * 100% of teachers will use Class DOJO as a communication resource with 100% enrollment of parents. * Join the Attendance committee, report habitual absenteeism, submit SAF requests for needy families, and report absenteeism concerns to the Committee for review.</p>	Formative			Summative
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	<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 5: Our goal is to increase instructional capacity to provide rigorous, high-quality instruction for kinder through fifth grade students during Tier 1 instruction. Teacher leads, instructional specialists, and support staff will provide coaching, lesson and skill demonstrations, and data analysis meetings for teachers to ensure high instructional capacity. This will be accomplished by daily spot visits with live feedback as well as one-on-one conferences with teachers who have been identified as needing additional support.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Our goal is to increase instructional capacity to provide rigorous, high-quality instruction for kinder through fifth grade students during Tier 1 instruction. Teacher leads, instructional specialists, and support staff will provide coaching, lesson and skill demonstrations, and data analysis meetings for teachers to ensure high instructional capacity. This will be accomplished by daily spot visits with live feedback as well as one-on-one conferences with teachers who have been identified as needing additional support.

Indicator 1: - By the end of the 2023-2024 School Year, Math, Reading, and Science Results in each grade level will increase by a minimum of 10% from the 2022-2023 scores.

- * 75% or more at Approaches or better in Reading
- * 75% or more at Approaches or better in Math
- * 70% or more at Approaches or better in Science 5

Indicator 2: By June 2024, 80% of students will meet or exceed their NWEA and growth goal measured by BOY and EOY quantitative data.

- * 100% implementation of Eureka and Amplify in all K - 5 classrooms by October 2023.
- * 85 % of teacher on-spot observation scores will be proficient or higher and demonstrate increased student achievement by January 2024.

Indicator 3: 80% of campus teachers will deliver high-impact instruction that directly impacts student achievement (Teacher appraisers will monitor student formative assessment to indicate teacher instruction quality.)

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State Compensatory

Budget for 396 Daily Elementary School

Total SCE Funds: \$100,514.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

State compensatory funds are used to fund our math interventionist. Funds have also been used to purchase school supplies for students who do not have any, supplies are to be used in the classroom and with the interventionists.

Personnel for 396 Daily Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angela Sarreal	Tchr, Intervention (General)	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Katheryne Hernandez	Intervention Teacher	Reading	

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Yasmeen Khaliq	Principal
Administrator	DeWayne Grigsby	Assistant Principal
Administrator	Faith Pullum	Assistant Principal
Administrator	Angelina Steward	Counselor
Interventionist	Cynthia Mancha	Interventionist
Interventionist	Kathy Hernandez	Interventionist
Wrap Around Specialist	Karina Pena	Wrap Around Specialist
Non-classroom Professional	Gabrielle Vigil	SIR/Attendance
Non-classroom Professional	Jinette Allen	Administrative Assistant