

# CAMPUS NEEDS ASSESSMENT

Academic Year 2023-2024

School: Kate Bell Elementary

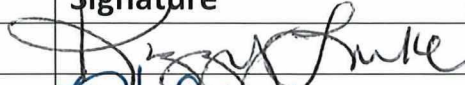

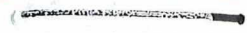
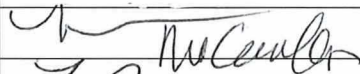
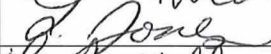

Meeting Location: C29-PLC Room

Date: October 25, 2023

Time: 9:00am

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## Committee Setup:

| Name               | Title/Position          | Signature                                                                            |
|--------------------|-------------------------|--------------------------------------------------------------------------------------|
| Kizzy Luke         | Principal               |    |
| Shermetra Imo      | Assistant Principal     |    |
| Amesha Forward     | Dean of Instruction     |   |
| Melissa Casillas   | Magnet Coordinator      |   |
| LeKisha Jones      | Counselor               |  |
| Esperanza Castillo | Special Education Chair |  |
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## Minutes:

Based on the committee's outcomes from the campus needs assessment, for each indicator below please enter a summary, the strengths found, the problem of practice (improvement area) and the root cause found to be the cause/problem. Plus, indicate at least one Key Action for each indicator to include indicators of success, and specific actions.

## STUDENT ACHIEVEMENT

### Student Achievement Summary

Bell Elementary services approximately 565 students from Pre-Kindergarten through 5<sup>th</sup> grade. The campus is comprised of 89% Economically Disadvantaged students, 51% English Learners, and 9% Special Education students. The campus student ethnicity make-up is 67% Hispanic, 27% African American, 3% White, 1% Asian, and 2 % Other. Our instructional programs consist of Transitional Bilingual, ESL, Gifted & Talented, Special Education Resource, Special Education TREK, Special Education ECSE, Special Education SLC, as well as general education. It is the school's expectation that every student is provided the opportunity to maximize their potential in order to successfully participate and compete as a member of our global society. The transition to online STAAR had a negative impact on student achievement as the data shows a decline in students at the Meets category and an increase in students in the Approaches-High and Approaches-Low categories. TELPAS data remained the same from previous years with a slight increase in the Listening category.

### Student Achievement Strength

A student learning strength at Bell Elementary is self-regulated behavior management, as indicated in the 2022 PEIMS Discipline report. Our students are compliant, and thus we have minimal to no disciplinary distractions in our classrooms. Staff stability and low staff turn-over has a positive impact on student achievement. Systems, routines, and programs are sustained, and many teachers have taught generations of families, thus building lasting relationships packed with trust and respect. The campus intervention plan is effective in closing achievement gaps and ensuring student progress towards mastery.

### Problem of Practice

A problem of practice is the decrease in language acquisition progression of our English Learners. Shortage of certified and effective Bilingual and ESL teachers. As a result, language support programs are needed as well as beginning literacy development programs. Inability to follow the true Transitional Bilingual Program model due to the language gaps and low number of students ready to transition to language acquisition 2.

### Root Cause

Students are recovering from reduced opportunities for English Learners to acquire and practice language skills during the 2020-2021 year of virtual learning. English Learners did not receive the oral language development skills, and decoding support during first instruction in the virtual settings.

A critical instructional deficit can be attributed to the limited availability of Spanish language materials and resources to support language development. It is also evident that there is a deficit with regards to

teacher capacity, and their ability to innovatively support language acquisition that would support transitioning students to English.

**Key Action** *(Briefly state the specific goal or objective.)*

Increase academic performance of the English Learners (EL) student population on 2024 STAAR Spanish assessments in 3rd-5th grade by reducing the Did Not Meet (DNM) overall percentage from 68% to less than 25%.

**Indicators of success** *(Measurable results that describe success.)*

Increased percentage of EL students moving up one level on 2024 TELPAS.

Increased student performance on reading Summit K-12 at a rate of 50% student growth by November 2023, 70% student growth by January 2024 and 85% proficient by February/March 2024 TELPAS.

**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*

- The Magnet Coordinator will train and coach campus on Content Based Language Instruction (CBLI) and the alignment to the State Standards and ELPS as evident by the campus professional development plan.
- The Principal, Assistant Principal, Dean of Instruction, and Magnet Coordinator will monitor the implementation of the EB Action Plan district compliance documentation, EB teacher identification, data monitoring, and ELD block through the implementation of EB Spot Check form.
- The Principal, Assistant Principal, Dean of Instruction, and Magnet Coordinator will provide support through increased parental engagement, and effective communication practices both oral and written.
- The principal will deploy Wraparound services tailored to the needs of English Learners and their families both in school and at home.
- The school counselor will provide small group sessions for English Learners to allow their voice and concerns to be heard, ultimately addressing their social emotional needs to support their academic progress.



**Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers, Interventionists, and Teaching Assistants will implement the Campus EB Action plan through the application of ESL and Bilingual instruction, Content Based Language Instruction in all instructional blocks and targeted ELD instruction in classrooms with fidelity.
- Teachers and Interventionists will track and monitor EB language acquisition progress via the LPAC and Language Development Coordinator to adequately move students towards exiting the program and reducing the long term EBs.
- Teachers and Interventionists will utilize feedback from the Language Development Coordinator to increase the utilization of research based, high-yield Content Based Language Instructional strategies that enable the delivery of high-quality instruction daily.
- Teachers and Interventionists will collect, monitor, and respond to individual student data which will support student growth and ultimate progress to high student achievement.

## CAMPUS CULTURE AND CLIMATE

### Summary

The culture of Kate Bell Elementary is sustained pride. The campus experiences minimal staff turnover, and to that point there have been only five principals in the forty-five years of the school's existence. Additionally, there are several teachers who have served *most* of their teaching careers at our campus. Kate Bell administrators are readily available to support staff, students and the community. Staff, students, and community members feel valued, respected and represented. The campus provides an exceptional magnet program with a rare specialty of Physical Development.

### Strength

An area of strength regarding the campus culture and climate of Kate Bell Elementary is our staff stability and low-mobility rate. Our teachers have taught generations of families, and thus have built lasting relationships, packed with trust and respect. There is a familial partnership between teachers as well as with the community they serve. Our magnet program offers our students the chance to be a part of the school culture by participating in an array of sports, cheerleading, dance, and gymnastics. Students feel a sense of school pride when they participate in school assemblies, productions, and performances that represent their cultures and artistic interests.

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| <b>Problem of Practice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Limited success with parent communication that results in low participation of academic meetings, PTA meetings, campus volunteerism, and academic conferences.</p> <p>The campus attendance rate post COVID has remained below 95%. The staff attendance rate is elevated due to FML, and long-term teacher absences.</p> <p>New district initiatives, such as the roll-out of High Quality Instruction (scripted curriculums), limited training opportunities, and delayed availability of curriculum resources have impacted the morale, and effectiveness of instructional planning and execution with the staff.</p> |
| <b>Root Cause</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Communication methods reaching a limited audience due to incorrect communication information recorded by parents on the enrollment form. The School Messenger Call-out system generates a report that indicates over 50% of calls are unanswered and/or disconnected. Parents are also not following campus social media platforms to stay informed, as the primary means of communication are Class DoJo, Twitter (X), Instagram and the campus website.</p>                                                                                                                                                            |

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|  | <p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>Implement monthly events and activities that foster an environment of TEAM, FAMILY, and COMMUNITY to acknowledge staff contributions to the school.</p>                                                                                                  |
|  | <p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> <li>• An increase in staff attendance.</li> <li>• Public peer to peer recognition through Staff Shout-Outs.</li> <li>• 90% participation in Campus Event Sponsorship.</li> <li>• Team Leader feedback.</li> </ul> |

**Specific actions – school leaders** (*What specific action steps will the building leaders take to accomplish the objective?*)

School leaders will ensure teachers have a collaborative voice on school structures, systems, and processes through open dialogue, staff meetings, campus leadership team and our SDMC.

- Teacher/Staff of the month recognition with special parking space.
- Wellness Wednesdays each week from November 2023 to May 2024.
- Thankful Thursday monthly to provide small treats and/or tokens of appreciation to all staff.
- Temperature checks with staff via climate surveys in the Fall and Spring.
- Mentors & Buddies program to support new and novice teachers.

**Specific actions – staff** (*What specific action steps will the staff take to accomplish the objective?*)

- Communicate professionally at all times with all staff.
- Monthly Team-bonding activities organized by the Team Leader.
- Participation in campus culture-building activities.
- Promote the campus positively orally and digitally via social media.
- Employ the pillars of HISD Ready Characteristics.

## STAFF QUALITY, RECRUITMENT, AND RETENTION

### Summary

Kate Bell has a varied faculty, ranging from 2 years to 30 years of experience, with 75% of instructors having more than 7 years of experience. In the last two years, we have replaced eight retirees with over 35 years of service at Kate Bell, including three content instructors, a counselor, the librarian, and the school/plant operator. Campus hiring of experienced teachers to fill two special education openings, two Pre-Kindergarten positions, and two fifth grade positions offered the campus to employ highly skilled educators. The campus gives possibilities for advancement through focused PLCs, committee leader positions, organizing events on campus, assisting with the attainment of advanced degrees, and establishing career progression routes within the district.



| Strength                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| The campus teacher turn-around is low. There are several veteran teachers that have been on campus for 15 plus years. The Leadership Team was created in 2021, and allows selected personnel to serve in a liaison role, while developing their leadership craft. Recognition of exemplar-quality work and individual staff contributions are high-lighted in the weekly Monday Memo to all staff. The culture of the campus promotes teachers to seek outside learning opportunities, professional development, and the opportunity to collaborate within the campus, district, and the community. |
| Problem of Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| The compliance and execution of campus and district initiatives, as well as staff flexibility has impacted the quality of the staff in Bilingual transition grades and specialty classes.                                                                                                                                                                                                                                                                                                                                                                                                           |
| Root Cause                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| The campus shortage of effective and certified Specialty, Bilingual and ESL teachers in transition grades is impacting instructional outputs.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|  | <b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i><br><br>Increase the retention of high-quality teachers through tangible and emotional support actions that foster job security and work-place compatibility.                                                                                                |
|  | <b>Indicators of success</b> <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> <li>• Yearly staff retention analysis.</li> <li>• Teacher and staff growth opportunities and career advancement.</li> <li>• Successful recruitment of Master Teachers to fill vacancies as they arise.</li> </ul> |
|  | <b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>                                                                                                                                                                                             |

- Improve the campus culture for retention through one-on-one conversations and goal setting.
- Provide Professional development for teachers to support skill-building and career growth.
- Encourage staff members to pursue advanced degrees and specialty certifications.
- Attend and aggressively market new talent via district and area hiring fairs.
- Network with area school districts and educator programs to increase candidate pool.
- Continue the campus' participation in the J1 program.
- Continue campus Mentor and Mentee program for new teachers

**Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*

- Individual investment in professional growth.
- Implementation of campus programs and procedures to drive student achievement.
- Consistently collaborate with peers to analyze, plan, and facilitate high quality instruction.

## Parent and Community Engagement Summary

We welcome students and families to the 2023-2024 school year with our annual Meet the Teacher event. Our Fall Open House will serve dual purposes to allow parents and teachers an opportunity to interact. We have an established and active PTA that parents, teachers, and staff are encouraged to join.

Title I meetings are held throughout the school year to provide current information to parents about the campus.

To make home and school connections, our Cougar Fest will be our flagship event packed with hands-on, engaging activities for the entire family. Our Fall Festival is a family event that brings the community to the school for an evening of fun-filled games and activities.

The District's FACE Department ensures that the campus has necessary resources to increase parent and community engagement. The liaison from the FACE Department provides information at staff meetings and the campus has a teacher Family and Community Engagement point of contact.

Parents can utilize the parent resource center managed by the full-time campus Wraparound Resource Specialist.



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| <b>Strength</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| The campus has a structured system for parents to express their concerns via the Cougar Complaint and Concerns form. Concerns are then addressed by the Administration team in a timely manner. The campus has also employed multiple modes of communication campus wide. The various platforms for communication include monthly newsletters, Education App Class DoJo, our Twitter (X) page, and School Messenger are used to communicate with families. All campus communication that is sent out to families is translated in Spanish and English to allow all families to engage with campus activities, initiatives, and updates. |
| <b>Problem of Practice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| The campus experiences limited parent engagement related to supporting instructional programs, planning for assessments, and academic events.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Root Cause</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Parent communication methods reached a limited audience due to incorrect contact information, language barriers, and work schedules.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|  | <b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|  | Increase parent involvement in supporting instructional programs, campus assessments plans and academic events as measured by event sign-in sheets.                                                                                                                                                                                                                                                                                                                                                                                 |
|  | <b>Indicators of success</b> <i>(Measurable results that describe success.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|  | <ul style="list-style-type: none"> <li>• Multiple modes of communication will be sent out notifying parents of upcoming meetings.</li> <li>• Title I and other parent meetings will be held to include information about instructional programs, campus plan for assessments and academic events.</li> <li>• Families will have the opportunity to provide their input and/or suggestions.</li> <li>• Parent participation tracked via sign-in sheets and meeting minutes that includes parent input and/or suggestions.</li> </ul> |

**Specific actions – school leaders** (*What specific action steps will the building leaders take to accomplish the objective?*)

- School leaders will plan Title I and parent information meetings in advance so that communication is sent well in advance of the meeting date.
- Information about Title I Meetings will be posted on the campus website.
- Information regarding campus events will be posted on the campus marquee.

**Specific actions – staff** (*What specific action steps will the staff take to accomplish the objective?*)

- The staff will include information about Title I and parent information meetings in Class Dojo.
- The staff will distribute flyers for Title I and parent information meetings via student's Wednesday folders.
- The staff will encourage parents/guardians to actively participate in campus meetings through consistent communication and relationship-building.

## Curriculum, Instruction, and Assessment

### Summary

The instructional focus for Kate Bell Elementary is to promote an academic culture of high-quality instructional methods and practices that are data-driven and based on campus and district goals and objectives. Kate Bell Elementary's instructional staff is comprised of Instructional Administrators, Core Content Teachers (English and Bilingual), Content-based Interventionists, and Instructional Support staff. There have been increases in teacher capacity and the planning and execution of instructional strategic plans based on immediate needs, which resulted in student academic growth. Campus instructional leaders have identified areas of needed growth, which are SPED, bilingual, and 5<sup>th</sup> grade Science, and have developed a plan to increase student achievement within each category. The district has implemented a new curriculum and instructional protocols in which teachers and instructional support

staff are engaging in training and support lead by district and campus instructional leaders and are collaborating in discovery of how to effectively internalize and deliver lessons within the classrooms based on district and campus engagement initiatives, research-based best practices, data analysis, and progress monitoring.

#### Strength

The campus is fully staffed with experienced teachers that have proficient content knowledge of grade-level TEKS (Texas Essential Knowledge and Skills) and provide quality instruction which previously aided in the campus achieving high student academic growth in core content areas, based on district and state assessments.

#### Problem of Practice

The online format of STAAR presented a challenge as students had limited opportunities to practice question item-types consistently due to the campus not being one-to-one with technology in the months leading up to testing.

Currently, the new 2023-2024 district curriculum adoptions and changes to instructional methods and protocols, teachers are requiring more guidance and coaching. Content internalization, instructional delivery, and using data to monitor and adjust instruction based on class and student individual academic needs remains a high priority and deficit area.

#### Root Cause

The district has incorporated a new curriculum for core subjects, Eureka Math and Amplify Reading are both new to our campus for the 2023-2024 school year. Coupled with the New HISD district initiatives, teachers are in a continuous process of learning and implementing, to meet the demands of the new protocols. Opportunities to practice, and grow prior to lesson delivery are limited to one weekly PLC.

#### Key Action *(Briefly state the specific goal or objective.)*

To increase the instructional content knowledge and professional expertise of teachers and instructional support staff to promote high quality instruction and student achievement growth.



**Indicators of success** (*Measurable results that describe success.*)

- Teacher and staff growth to “AT” or “ABOVE” Proficient in instructional practice measures based on Spot Checks, NTAS (Non-Teacher Appraisal System), and T-TESS (Texas Teacher Evaluation and Support System) appraisal scores.
- Less than 20% of all students in the “DID NOT MEET” or “BELOW” category for STAAR, MAP, DIBELS/LECTURA, and CIRCLE assessments.
- 85% of students in all populations, (General ED, SPED, and ESL/ELL) meeting individualized goals in current grade level, intervention, and district and state assessments.

**Specific actions – school leaders** (*What specific action steps will the building leaders take to accomplish the objective?*)

- Train, lead, and support the implementation of core curriculum (PK-5) through Professional Learning Communities (PLC), Grade-Level collaborative planning, and specified Professional Development based on staff and student needs.
- Provide a dedicated intervention block for all grade levels to address identified students.
- Monitor core classroom use of data tracking and progress monitoring.
- Consistent monitoring of instruction with feedback and support through conducting daily walkthroughs and spot checks in all classrooms.

**Specific actions – staff** (*What specific action steps will the staff take to accomplish the objective?*)

- Attend and complete provided trainings, plan and internalize content area lessons, and implement high-quality instruction adhering to district curriculum and instructional processes.
- Utilize feedback to grow in instructional practices, research-based strategies, and the delivery of high-quality instruction daily.
- Collect, monitor, and respond to individual student data within the core content and intervention blocks to support student growth and promote high growth student achievement.
- Communicate and collaborate with administration, instructional leaders, and colleagues on instructional practice, data analysis, and individualized class and student academic progress.

## Technology

### Summary

In February of the 2022–2023 academic year, Kate Bell Elementary became a 1:1 school with laptop computers for classes 1–5. Prior to this, classrooms were provided 6-8 devices for station usage. Every classroom has a projector, teacher laptop, and document camera. There are two Smartboards on campus, these were allocated to the Special Education TREK class and one Kindergarten class. The campus has a functioning computer lab with 25-30 working desktops. Our Media Center that is housed in the Library has 12-14 desktops for digital resources access.

### Strength

In the academic year 2023–2024, a Technology and Textbook Clerk position was created and staffed. This had a positive effect on the efficiency of processing IT tickets for malfunctioning campus equipment and

the maintaining technology inventory. Due to this implemented role, teachers were able to receive loner laptops for students to ensure instruction was not interrupted. Additionally, with this role we incorporated the computer lab into the ancillary rotation Pre-Kindergarten through second grade.

#### Problem of Practice

Due to the new format of online STAAR there were typing deficiencies observed in grades 3-5 that were a direct result of student's lack of exposure. Teachers' use of technology in the classroom was limited to document cameras and projectors, which provided minimal opportunities for individual hands-on practice with the new STAAR item types . The inadequate building-wide bandwidth also affects the implementation of technology. There are often interruptions to service, and connectivity instability within certain areas in the building.

#### Root Cause

Kate Bell's technology deficiencies can be traced back to inadequate campus bandwidth and financial constraints on campus. The campus's restricted bandwidth negatively impacts teachers' and students' WIFI connectivity, which leads to subpar technology implementation in the impacted portions of the building. During the administration of online assessments, this is a persistent issue. Currently, the campus budget's constraints prevent additional technology purchases at the campus level. Specifically, the capital fund limitations of \$5,000.00. This impacts the campuses' ability to purchase Smartboards and replacement technology.

#### Key Action *(Briefly state the specific goal or objective.)*

- To increase technology implementation throughout the classroom instructional cycle through student access, and state of the art technology resources.

#### Indicators of success *(Measurable results that describe success.)*

- Grades 3-5 will access 50% of the instructional lessons in core subjects: Math, Reading, Science through the use of technology.
- Computer Basics instruction via the Computer lab for grades Pre-Kindergarten through –second grade.
- Increase in student performance on STAAR Interim in grades third through fifth, all subjects.
- Increase in student performance on STAAR in grades third through fifth, all subjects.



**Specific actions – school leaders** (*What specific action steps will the building leaders take to accomplish the objective?*)

- Ensure grades all classrooms in Pre-Kindergarten through 5<sup>th</sup> grade have working student technology
- Provide professional development to staff for digital resources and effective implementation practices to support instruction.
- Requisition additional technology devices to increase classroom opportunities for student access of digital resources.

**Specific actions – staff** (*What specific action steps will the staff take to accomplish the objective?*)

- Annotate within lessons targets and specific uses of technology to support content acquisition.
- Pre-Kindergarten through second grade utilization of the campus Computer lab as scheduled.
- Third through fifth grade computer lab use with tailored plans for instruction and task execution.