



**Port Houston Elementary School**

**Jenn Martinez, Principal**

**24-25 Campus Needs Assessment and Action Plan**

# Needs Assessment

## **Needs related to student achievement**

Increase Assessment Proficiency:

- Raise the percentage of students performing at grade level to 50% in Reading/Language Arts (RLA).
- Raise the percentage of students performing at grade level to 50% in Mathematics.
- Raise the percentage of students performing at grade level to 50% in Science.

Enhance Instructional Quality:

- Ensure high-quality instruction is delivered daily to every student.
- Provide teachers with opportunities for professional development, including training, collaboration, and mentorship.

Foster a Positive School Climate with a High-Performance Culture:

- Create a supportive and positive school environment to enhance student engagement, motivation, and well-being.

Engage Parents and the Community:

- Actively involve parents and the community in the educational process.

Address Barriers to Learning:

- Identify and address both academic and non-academic barriers to learning early to prevent academic failure.

## **Needs related to improving the quality of instruction**

Subject Matter Expertise:

- Teachers must possess a deep understanding of the subjects they teach.

Data-Driven Instruction:

- Teachers should have the skills to analyze data and use it to inform instructional decisions.

Ongoing Professional Development:

- Teachers require continuous professional development to enhance their skills in classroom management, differentiation, assessment, and the use of instructional technology.

Differentiated Instruction:

- Teachers must be capable of differentiating instruction to meet the individual needs of all students.

#### Constructive Feedback:

- Teachers need to provide timely, specific, and constructive feedback to students regarding their academic progress and performance.

#### Cultural Competence:

- Teachers must be culturally competent and responsive to the diverse backgrounds and experiences of their students.

#### Effective Learning Environments:

- Learning environments should have clear expectations, routines, and procedures, and be safe, orderly, and conducive to learning.

#### Leadership Feedback:

- Leaders must provide timely, specific, and constructive feedback to teachers on their instructional progress and performance
- Leaders must be culturally competent and responsive to the diverse backgrounds and experiences of their campus community

#### Campus-Wide High-Performance Culture:

- PHE must establish clear campus-wide expectations, routines, and procedures to ensure a safe, orderly, and conducive learning environment

## System Evaluation

#### Philosophy:

- To address the challenge of improving student achievement in reading, math, and science on state and norm referenced assessments, we must embrace the mindset that every student can succeed given high-quality instruction and a supportive learning environment.
- Our philosophy centers on equity, inclusion, and high expectations for all learners. We recognize the importance of addressing the diverse needs of our student population and fostering a culture of continuous improvement and collaboration.

#### Processes:

- Conduct a comprehensive analysis of student performance data on state and norm referenced assessments to identify specific areas of weakness and patterns of underachievement across grade levels, subjects, and demographic groups.

- Evaluate the alignment of the current quality of instruction and assess its effectiveness in meeting the needs of diverse learners. Identify any gaps or deficiencies in instruction and resources.
- Implement instructional strategies tailored to the needs of struggling students and targeted support for English language learners and students with disabilities.
- Provide ongoing professional development opportunities for teachers to enhance their content knowledge, pedagogical skills, and ability to differentiate instruction effectively through district PD and Campus Support.
- Foster meaningful partnerships with families and community organizations to support student learning both inside and outside the classroom. Provide resources and workshops to empower parents to reinforce academic skills at home.

#### Implementation:

- Develop a detailed action plan outlining specific goals, objectives, timelines, and responsibilities for improving student achievement in reading, math, and science. Monitor progress regularly and adjust strategies as needed based on ongoing reflection.
- Allocate resources strategically to support priority areas identified in the needs assessment, including staffing roles and responsibilities, professional development for instruction and mindset, and materials/ tech/ support/ student enrichment support systems.
- Establish systems for monitoring student progress on a regular basis, including formative assessments, benchmark assessments, and progress monitoring tools. Hold all accountable for achieving established goals and outcomes.
- Maintain open and transparent communication with all stakeholders, including students, parents, teachers, administrators, and community members. Provide regular updates on progress, successes, challenges, and next steps.

#### Capacity:

- Ensure that the school has a highly qualified and diverse team of educators who are committed to the success of all students. Provide support and professional development opportunities to enhance teacher effectiveness and retention.
- Evaluate the school's physical and technological infrastructure to ensure that it can support the implementation of technology, instructional materials, and facilities conducive to learning.
- Cultivate partnerships with local businesses, universities, nonprofit organizations, and community leaders to leverage additional resources, expertise, and support for improving student achievement.
- Promote cultural competence among staff to create an inclusive and supportive learning environment that values diversity, equity, and inclusion. Provide training

and resources to address implicit bias and ensure culturally responsive teaching practices.

## Action Plan

### KEY ACTION ONE

#### Key Action – Improve High Quality Instruction

PHE will improve high quality instruction for all students.

Indicators of success (Measurable results that describe success.)

- By November 2024, the school's SPOT scores will reach an average of 11 or higher according to Instructional Rounds (IRT).
  - By January 2025, the school's SPOT scores will reach an average of 12 or higher according to Instructional Rounds (IRT).
  - By May 2025, the school's SPOT scores will reach an average of 13 or higher according to Instructional Rounds (IRT).
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- Leaders will target professional development by aligning PD with identified needs from IRT feedback and teacher performance data, focusing on differentiated training to address specific skill gaps.
  - Leaders will implement strategic observation and feedback by prioritizing high-leverage teachers and specific instructional goals based on IRT findings, providing actionable and focused feedback to drive improvement.
  - Leaders will advance data-driven instruction by conducting regular data reviews with teachers during PLCs and 1:1 meetings, utilizing insights from Instructional Rounds to guide instructional decisions and improvements.
  - Leaders will develop and empower teacher leaders by fostering a culture of instructional excellence through empowering learning cohort leaders to model best practices and support their peers, aligned with areas highlighted in Instructional Rounds.
  - Leaders will balance coaching approaches by integrating on-the-spot coaching with structured coaching cycles, focusing on areas identified during Instructional Rounds to ensure targeted skill development over time.

	<ul style="list-style-type: none"><li>● Leaders will foster teacher ownership of PLCs by gradually transitioning leadership of PLCs to teachers, enhancing their ability to lead data discussions and implement strategies for continuous improvement based on Instructional Rounds feedback.</li></ul>
	<p>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</p> <ul style="list-style-type: none"><li>● Teachers will engage in targeted professional development by participating in PD sessions that address their specific needs, identified through Instructional Rounds feedback and performance data, and applying these insights to enhance their teaching practice.</li><li>● Teachers will implement and act on strategic feedback by focusing on specific instructional goals and areas for improvement identified in their observations, using this feedback to refine their teaching methods.</li><li>● Teachers will utilize data by actively reviewing and discussing student data during PLCs and individual meetings, applying these insights to make informed instructional decisions and improve their teaching strategies.</li><li>● Teachers will model and support best practices by collaborating with learning cohorts, incorporating effective teaching practices highlighted during Instructional Rounds, and sharing these strategies with colleagues.</li><li>● Teachers will participate in coaching by engaging in both On the Spot coaching sessions and structured coaching cycles, focusing on targeted skill development areas identified through Instructional Rounds.</li><li>● Teachers will take ownership of PLCs by leading PLC internalization work, analyzing data collaboratively, and applying strategies for continuous improvement based on feedback from Instructional Rounds.</li></ul>

	<b>Key Action One: High Quality Instruction</b>		
<b>Staff Development</b>	Who: Campus Leaders (Principal and Assistant Principal)		
	What: Provide on the Spot Coaching and professional development opportunities for all staff		
	When: During Pre-Service, Observations, PLCs, Demo Thursdays and Staff Professional Development Days		
	Where: On Campus (Port Houston Elementary), Collaborate with educators in the Feeder Pattern		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	HISD and NES department PD	\$0.00
	Materials/resources	Utilize District Curriculum and Resources	\$0.00
	Purchased services	No outside services/vendors, providers	\$0.00
	<b>TOTAL</b>		<b>\$0.00</b>
	Funding sources: HISD		



## KEY ACTION TWO

### Key Action- Improve Emergent Bilingual Students' Proficiency

PHE will improve English proficiency for Emergent Bilingual (EB) students.

Indicators of success (Measurable results that describe success.)

- By June 2025, 49% of EB students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.
- NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.

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

- Leaders will pull current student composite ratings on TELPAS for the 2023-2024 school year, analyze the percentage of students who met reclassification criteria, and internalize the interim target for the English Language Proficiency standard.
- Leaders will facilitate meetings to share student-level data and goals with campus administrators, staff, and teachers.
- Leaders will review the EB Spot Form guidance document and the lesson internalization protocol with all administrators and teachers to clarify instructional expectations, set norms, and calibrate practices.
- Leaders will identify which teachers are serving Emergent Bilingual (EB) students during each class period by reviewing class rosters to ensure targeted classroom observations are scheduled.
- Leaders will conduct at least two EB spot forms per week on teachers who have students identified as Emergent Bilinguals to provide timely feedback and support.
- Leaders will monitor the effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations.
- Leaders will establish strong and clearly defined systems on campus for identifying, enrolling, scheduling, and monitoring the coding for all EB students.
- Leaders will ensure documentation, timelines, and coding for EB students align with federal and state guidelines.
- Leaders will review the potential Emergent Bilingual list provided by the Multilingual Department to identify students needing the EB identification assessment (PreLAS/LAS Links) before the district snapshot date.

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

- Teachers will review their students' TELPAS composite ratings for the 2023-2024 school year and identify areas of focus aligned with reclassification criteria and the English Language Proficiency standards.
- Teachers will participate in data meetings and collaborate with leaders to set student-specific goals for improving English proficiency.
- Teachers will internalize the EB Spot Form guidance document and lesson internalization protocol, adjusting their instructional practices based on clarified expectations and norms.
- Teachers will ensure their lesson plans are tailored to the needs of Emergent Bilingual (EB) students and provide leaders with class rosters that clearly identify EB students.
- Teachers will actively engage in feedback cycles following EB spot form observations, implementing suggested strategies to enhance language development.
- Teachers will incorporate the customized lesson designs into daily instruction, ensuring they address both content objectives and language development goals.
- Teachers will collaborate with leaders to maintain accurate and up-to-date records for EB students, including identification, scheduling, and coding information.
- Teachers will ensure their documentation and instructional practices comply with federal and state guidelines for supporting EB students.
- Teachers will review potential EB students identified by the Multilingual Department and prepare to administer the EB identification assessments (PreLAS/LAS Links) as needed before the district snapshot date

	<b>Key Action Two:</b>		
<b>Staff Development</b>	Who: Campus Leaders (Principal and Assistant Principal)		
	What: Provide on the Spot Coaching and Professional development opportunities for all staff		
	When: During PLCs, Demo Thursdays and Staff Professional Development Days		
	Where: On Campus (Port Houston Elementary), Collaborate with Educators in the Feeder Pattern		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	HISD and NES department PD	\$0.00
	Materials/resources	Utilize District Curriculum and Resources	\$0.00
	Purchased services	No outside services/vendors, providers	\$0.00
	<b>TOTAL</b>		<b>\$0.00</b>
	Funding sources: HISD		

# KEY ACTION THREE

## Key Action- Improve Quality of SPED Instruction

Principal will consistently provide on-the-job coaching and feedback to improve HQI in SPED settings.

Indicators of success (Measurable results that describe success.)

- By the end of each week, each special education teacher will receive at least one dedicated coaching session, with each session resulting in 1-2 agreed-upon action steps between the teacher and principal.
- By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week, with feedback aligning in part to the previous week's coaching action steps.
- By June 2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80% of the time.

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

- The principal will align teacher and staff schedules to ensure they accommodate the specific needs outlined in students' IEPs.
- Leaders will conduct observations and request work samples to document the consistent use of required accommodations and/or modifications in instruction.
- Leaders will utilize the Special Education specialty guidance located in the HISD SY24-25 Spot Observation Guide to support teachers in effectively implementing IEPs and providing targeted support for students.
- The principal will facilitate regular collaboration meetings between general education and special education teachers to ensure alignment in instructional strategies and the effective integration of IEP goals into daily lessons.
- The principal will monitor and analyze progress data for students receiving special education services, using the data to provide targeted feedback and adjust instructional practices to better meet individual student needs.

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

- Teachers will review their schedules and ensure that they align with students' IEP requirements, incorporating dedicated time for providing accommodations, modifications, and specialized instruction.
- Teachers will consistently implement IEP accommodations and modifications in daily instruction, preparing work samples and evidence to demonstrate student progress during observations and feedback sessions.
- Teachers will familiarize themselves with the Special Education specialty guidance located in the HISD SY24-25 Spot Observation Guide, applying best practices in their lesson planning and instructional delivery.
- Teachers will participate actively in collaboration meetings between general education and special education teams, sharing strategies and aligning lesson plans to effectively address IEP goals.
- Teachers will track and analyze student progress data regularly, using this information to refine instructional approaches and ensure that all IEP goals are being met effectively.

	<b>Key Action Four: SPED Instruction</b>		
<b>Staff Development</b>	Who: Campus Leaders, Teacher, SPED Support Staff, and District SPED Support		
	What: Spot Observations, Progress Monitoring, Documentation and Tracking		
	When: Daily		
	Where: SPOT Form and IRT Dashboard		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	HISD and NES department PD	\$0.00
	Materials/resources	Utilize District Curriculum and Resources	\$0.00
	Purchased services	No outside services/vendors, providers	\$0.00
	<b>TOTAL</b>		<b>\$0.00</b>
	Funding sources: HISD		

**KEY  
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**Key Action- Increase Student Achievement in Domain I**

PHE will improve student achievement in Domain I Accountability.

Indicators of success (Measurable results that describe success.)

- By November 2024, 30% of 3rd to 5th-grade students will score at the Meets level on the Fall Interim TEKS Assessment.
- By February 2025, 40% of 3rd to 5th-grade students will score at the Meets level on the Spring Interim TEKS Assessment.
- By June 2025, 50% of 3rd to 5th-grade students will score at the Meets level on the STAAR assessment for all tests taken.

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

- Leaders will establish a schedule for regular data review meetings with teachers and instructional teams, where they will collaboratively analyze student performance data from DOL data, unit assessments, and teacher collected data to identify strengths, gaps, and trends.
- Leaders will facilitate data-driven discussions during these meetings to adjust instructional strategies, ensuring targeted interventions are designed for areas where students are not demonstrating expected growth.
- Leaders will coordinate tailored interventions, such as after-school interventions, blended learning platforms, and additional resources, by aligning staff and scheduling to maximize student growth between grading cycles.
- Leaders will monitor the implementation of intervention plans and provide timely feedback to teachers, ensuring that strategies are effectively addressing student learning gaps and promoting consistent progress.
- Leaders will track the impact of data-driven interventions by analyzing subsequent assessment results and refining instructional plans to ensure continuous improvement in student achievement.

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

- Teachers will participate in regularly scheduled data review meetings by bringing performance data from DOLs, unit assessments, and classroom observations to identify trends in student progress and areas needing improvement.
- Teachers will engage in data-driven conversations during these meetings to refine their instructional approaches, ensuring that adjustments focus on students who are not meeting growth expectations.
- Teachers will implement tailored interventions, including after-school support, use of blended learning tools, and additional resources, aligning these strategies with the identified needs of students to boost achievement between grading cycles.
- Teachers will continuously apply feedback from leaders and refine their instruction to better close learning gaps, while monitoring the effectiveness of the intervention plans in real-time.
- Teachers will track student progress after implementing data-driven interventions, adjusting instructional strategies as necessary based on subsequent assessment results to drive ongoing student growth.



	<b>Key Action Four: Domain 1</b>		
<b>Staff Development</b>	Who: Campus Leaders (Principal and Assistant Principal)		
	What: Provide on the Spot Coaching and Professional development opportunities for all staff.		
	When: During PLCs, Demo Thursdays and Staff Professional Development Days		
	Where: On Campus (Port Houston Elementary), Collaborate with Educators in the Feeder Pattern		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	HISD and NES department PD	\$0.00
	Materials/resources	Utilize District Curriculum and Resources	\$0.00
	Purchased services	No outside services/vendors, providers	\$0.00
	Other		
	Other		
	<b>TOTAL</b>		<b>\$0.00</b>
	Funding sources: HISD		