

Houston Independent School District
185 Kashmere Gardens Elementary School
2021-2022 Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Kashmere Gardens Elementary

Our Mission is to place an effective teacher in every classroom, engaging students in rigorous instruction, engaging our parents, and creating a positive learning environment , all students at Kashmere Gardens Elementary will be successful in high school and beyond.

Value Statement

Kashmere Gardens Elementary Cause and Purpose: Shine our Lights, Share our Love, and Shape the People by Operating in Excellence:

- * To increase the academic and social achievement of our students-Focus on the "Whole Child"
- * To assist and get others to perform, grow, and achieve daily at a High Level
- * To “Serve” Teachers, Students, Parents, Colleagues, and the Community
- * To believe and know that the Students, Parents, Teachers, Colleagues, and the Community deserve nothing but our absolute “Best” everyday

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kashmere Gardens Elementary School, a Title I campus, is located in the second poorest zip code (77026) in Houston. The campus is located in Northeast Houston, the heart of a historical African-American inner city neighborhood. In 2010, the Harris County Flood Control District began buying houses in the district to reduce the effects of potential floods, as this community is in a flood plain. The majority of our students live in low-income apartments, duplexes and single family homes that border the school. Kashmere Gardens is located between an industrial area and a rail corridor. In 2007, Kashmere Gardens was one of several Houston neighborhoods with a high concentration of ex-felons. The Kashmere community has increased activity of drugs, prostitution, and violence, which is the main reason why our students need a safe haven during and after school.

Kashmere Gardens serves 400+ students in grades pre-kindergarten through fifth grades. Our student population is comprised of 77% African American, 19.7% Hispanic, .8% Caucasian and 2.5% other. Ninety-nine-point five percent (99.5%) of the school population is considered economically disadvantaged. Kashmere Gardens provides English instruction in PK-5th grade and an ESL program for Kindergarten through fifth grade. The daily attendance rate is 94.2% and there is a 24% mobility rate. Five-point-one percent (5.1%) of the population is served through the special education program, 7.6% English Learners, and 1.5% Gifted and Talented.

Kashmere Gardens Elementary Faculty and Staff:

Prekindergarten - (2) PREK -3 Teachers and (2) PREK-4 Teachers

Kindergarten - 3 Teachers

First Grade- 3 Teachers

Second Grade - 3 Teachers

Third Grade- 2 Teachers - 1- self-contained Teacher classroom

Fourth Grade- 2 Teachers - 1- self-contained Teacher classroom

Fifth Grade - 3 Teachers

Special Education Populations:

Special Education Chairperson-1 Teacher

PALS- 1 Classroom Teacher and 1 assistant

BSC- 1 Classroom Teacher and 1 assistant

Magnet Fine Arts Staff- 5 Teachers

Leadership Team Members- 4

Counselor- 1

Nurse- 1

Wraparound Support Specialist - 1

Instructional Support Staff/Clerks/Admin.Assist.- 6

Custodial Staff- 4

Demographics Strengths

Our parents, students, faculty and staff, community members and business partners are Kashmere Gardens Elementary's stakeholders. We have a caring and nurturing staff that is highly qualified to meet the academic , non academic and social needs of our students. Our community partners are supportive with their presence, engagement , and assists financially as needed as well. Our parents collaborate with the teachers to ensure that all students needs are met. Even through these unprecedented times of the Covid 19-pandemic we have strived to continue to move forward educating our students together. The Kashmere Gardens Community was and is still being impacted heavily by the Covid-19 pandemic.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: There has been a significant loss of instruction with our students in Prekindergarten through fifth grade during the 2020-2021 school year due to attendance. It has continued thus far in this 2021-2022 school year.. **Root Cause:** The Covid 19 Pandemic impacting our parents and their children. Students were not attending face to face instruction daily. Many students did not attend virtual classes regularly as well.

Student Learning

Student Learning Summary

2018 Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		84	Met Standard
Student Achievement		65	Met Standard
STAAR Performance	38	65	
College, Career and Military Readiness			
Graduation Rate			
School Progress		88	Met Standard
Academic Growth	80	88	Met Standard
Relative Performance (Eco Dis: 93.4%)	38	72	Met Standard
Closing the Gaps	71	76	Met Standard

"3 TEA Distinctions Achieved"

2019 Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		76	C
Student Achievement		67	D
STAAR Performance	39	67	
College, Career and Military Readiness			
Graduation Rate			
School Progress		79	C
Academic Growth	74	79	C
Relative Performance (Eco Dis: 98.7%)	39	75	C
Closing the Gaps	49	70	C

"1 TEA Distinction Acheived"

STAAR 2020-2021 COVID- 19 Pandemic Data

MATH			
DNM	Approaches	Meets	Masters
81%	19%	4%	0%

READING			
DNM	Approaches	Meets	Masters
71%	29%	11%	6%

SCIENCE			
DNM	Approaches	Meets	Masters
92%	8%	2%	0%

WRITING			
DNM	Approaches	Meets	Masters
89%	11%	0%	0%

Renaissance EOY 2020-2021

REN 360 EOY MATH			
Urgent	Intervention	On-Watch	At/Above
43%	18%	8%	31%

REN 360 EOY LITERACY			
Urgent	Intervention	On-Watch	At/Above
41%	18%	14%	27%

TELPAS 2020-2021

TELPAS	
2020-2021	
Beginning	3
Intermediate	16
Advanced	12
Advanced High	1
TOTAL	32

Attendance (Average Daily Attendance)

ATTENDANCE	
2019-2020	94.9%
2020-2021	94.7%

Student Learning Strengths

Kashmere Gardens Elementary was moving in the right direction academically prior to the Covid-19 pandemic. Our staff and leadership team will work with and assist our students, parents and community to recover academically and socially as we go through these unprecedented times "Together". The Covid 19 pandemic has drastically impacted this neighborhood community school academically and socially.

We will continue to provide quality first teach instruction, work with students in small groups, continue to train and provide training for our teachers to build their instructional capacity , provide push in and pull out interventions during the day, provide after school tutorials, provide social and emotional support from our Wraparound Specialist and Counselor , continue to engage and train our parents safely with how to help their children at home , continue to build the foundational grades Prek-2nd , and continue to offer our students a quality Magnet Fine Arts Program. Working together with all stakeholders is the major student learning strength we have during this Covid 19 pandemic.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: There has been a significant academic loss of learning and instruction provided to our students in Prekindergarten through fifth grade during the 2020-2021 school year due to attendance. It has continued thus far in this 2021-2022 school year. **Root Cause:** The Covid -19 Pandemic has drastically impacted the academic and social results of our campus. Students were not attending face to face instruction daily consistently. Many students did not attend virtual classes regularly as well during the 2020-2021 school year.

School Processes & Programs

School Processes & Programs Summary

Kashmere Gardens Elementary School is to strive for excellence in education with instruction that is rigorous and develops high level, critical thinking skills in a print rich, positive and nurturing learning environment. The community, business partners, school, parents, and students work together to build a firm foundation that produce students who are prepared for success, college bound, and future contributing members of society in a global and high tech world. The daily expectation of Kashmere Gardens is: “Serving the Teachers, the Students, and the Community Everyday by Operating in Excellence!” Kashmere Gardens offer a variety of differentiated curricula and extracurricular activities to enhance learning as a designated Houston ISD Magnet Fine Arts Program. Our students participate daily in the Magnet Fine Arts Classes such as a World Class Art Studio, Band, Dance , Physical Education, Technology , and Library Services. We offer additional academic support programs to enhance our students learning experience such as -ESL, Gifted and Talented, and Daily interventions. Moreover, we offer after school programs that include activities such as computer-technology club, gardening club, etiquette club,fitness-nutrition club,book club, cheer, basketball, flag football, math club, and critical thinking exercises club -such as chess, connect four, vocabulary word search, and content related jeopardy, etc..

Instructional Expectations:

I-1: Instructional Planning and Preparation

I-2: Checks for student understanding and responds to student misunderstanding

I-5: Maximizing all instructional Time

I-3: Differentiates instruction for student needs by employing a variety of instructional strategies

I-8: Students actively participating in lesson activities.

Our goal is to engage our students in profound discourse that will lead to the mastery of the TEKS and an increase in the number of students who perform at the Meets level or above as well as show sufficient growth and progress on the STAAR assessment from the previous year pandemic STAAR data results.

Curricular:

At Kashmere Gardens Elementary we utilize the planning guide, pacing calendar, and the scope and sequence to provide engaging instruction for students. We also use various best practices such as Lead4ward, HB3 Guided Reading and Learning Academies, Really Great Reading Program, HB3 Guided Math and Learning Academies , All in Learning, and Literature Circles to create classrooms conducive to learning.

Personnel:

The development of building the instructional capacity of our teachers is essential to meeting our student needs and meeting the current state standards. Therefore, when recruitment is necessary, all potential candidates will participate in a tense vetting process to ensure they are willing to be and do the work

at the Gardens.

Therefore, as a campus, we create opportunities for teachers to take on various leadership responsibilities and chances to develop and lead campus-based professional development. We participate in the Career Pathways Program to build teacher leaders on the campus. We take pride in celebrating our staff multiple times throughout the year and equipping them with the necessary instructional tools to be successful.

Professional Practices:

As a campus, we create Professional Development through needs assessments. At the end of each year, we collaborate to discuss the data points collected during the year. We focus on professional development that will drive instruction and strengthen the content knowledge of our staff. Once we identify the appropriate professional development, we generate a campus-wide professional calendar. We consider events that continue during the school year. We have several goals this year as a campus. They include but are not limited to increasing the number of students that will pass the STAAR assessments at the Meets Level from the previous years pandemic data, improve upon our current TELPAS rating, ensure our current 4th and 5th grade students produce the growth and progress gains that will meet the state assessment requirements for accountability, implement an effective HB4545 TEKS based Intervention Plan to ensure all identified students meet the state requirements, and monitor and increase our attendance from last year to 95%.

School Processes & Programs Strengths

Kashemre Gardens Elementary's (7) Non Negotiables of serving the Community:

- * KGES Cause and Purpose
- * KGES Core Values
- * Building the Continuous Instructional and Academic Capacity of Learning for Teachers, Students, Staff, and Parents
- * Engage, Model, Support, Progress Monitor, and Follow Up the Effective Implementation of Daily Instructional Practices and Professional Development
- * Sustain Effective and Efficient Operation of Daily Systems, Procedures, and Processes of the campus
- * Maintain and Sustain the Positive Interest and Engagement of Students including the Magnet Fine Arts Program, Parents, and Community
- * Results Orientation for and of “All” stakeholders

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Teachers have limited confidence in implementing and delivering Sheltered Instruction Strategies to ESL identified students and for All students **Root**

Cause: Teachers need additional Sheltered Instruction Follow Up Professional Development

Perceptions

Perceptions Summary

At Kashmere Gardens Elementary, we view education through the lens of a social emotional scope. Rather than separating academic growth from social emotional growth, we view the whole child's development as priority and blend SEL into every component on campus. We believe in the importance of addressing emotional needs as they arise, building good character, students being apart of our Magnet Fine Arts program, and preparing our students' for success beyond the classroom. We believe in building relationships, not only with students, but also among teachers and staff. The social connection is valued so that our campus is not only a school but a home for all. We invite parents and community stakeholders to participate while being engaged in strong partnerships to enrich our students' learning and their experiences. We keep families in the know of exciting things happening on campus through our website and social media accounts updated reguarly and distribute importnat school updates in both English and Spanish through multiple outlets (all calls, newsletters,flyers , class dojo,emails, website,twitter, social media, etc.

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Kashemre Gardens Elementary (20) Culture of Operating In Excellence Daily Core Values:

1. Be Professional
2. Be Mutual Respectful, Trustworthy and Kind
3. Work as a Collaborative Team
4. Be a Problem Solver
5. Effectively Communicate
6. Be Accountable
7. Effectively Supervise and Monitor to ensure the Safety of All students and adults is done daily with fidelity

8. Build Positive Relationships
9. Believe in Yourself, your Students, your Colleagues, and the Community
10. Be Self Reflective
11. Drama Free Work Environment
12. Have the right mental approach to serve
13. Be on time for your assigned chosen job and duty
14. Progress Monitor yourself and others with fidelity
15. Be Positively intentional, impactful, influential, and inspirational to “All”
16. Consistently Adhere to and Implement with fidelity all Federal, State, Houston ISD, and Kashmere Gardens Campus based policies, systems, and procedures of operation
17. Teach, Treat, and Reach “All” students as if they are your own
18. Have an Exemplar Representation of Yourself and the work of others
19. Participate in Professional Learning and Implement with fidelity
20. Effectively Plan and Prepare to effectively do Your Assigned Job and or Duty in Excellence

Kashemre Gardens Elementary's (7) Non Negotiables of serving the Community:

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- * Engage, Model, Support, Progress Monitor, and Follow Up the Effective Implementation of Daily Instructional Practices and Professional Development
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- * Results Orientation for and of “All” stakeholders

Perceptions Strengths

Kashmere Gardens Elementary's culture of positivity and warmth, building relationships, and working "Together" as a family. Last year's staff survey showed that the majority of our staff felt we had a positive school culture despite the hardships of the Covid 19-pandemic this past school year. Our students are greeted by name and known not only by their homeroom teacher but by numerous teachers, staff members, and the leadership administrative team. Students who have social emotional needs are referred to the campus Wraparound Specialist immediately via a "SAF referral" and or the campus counselor for a safe place to process their feelings. Students and staff are well aware of the principal's and leadership team members open door policy. It is apparent in the number of both students, staff, and parents who seek conversations and guidance from the Leadership Team on a daily basis. As we prioritize building relationships, we have recognized that celebrations are a Ram Tastic way to motivate and encourage others. Students, staff, and parents are celebrated for achievements big and small year-round, example we recognize two Teachers of the Month every month. Character is being built not only in classroom lessons with the counselor but throughout the building as conversations about goals, growth mindset, friendships, problem solving, and conflict resolution take place day in and day out.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: There was a drop in campus attendance for students, teachers, and staff during the 2020-2021 school year which led to a loss of instruction and learning for the students attending face to face and virtually. **Root Cause:** There was a lack of consistent attendance in virtual classes due to issues such as technology difficulties, parents work schedules, and inability to reach parents regarding attendance was attempted. The ongoing Covid-19 pandemic and health-related issues also contributed to staff being absent consistently as well as parents keeping students home from face to face throughout the 2020-2021 year.