

**Houston Independent School District**  
**239 Shearn Elementary School**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

In 2022-2023 Shearn ES increased overall performance at the approaches level by 7% from 45% to 52%, and the meets level by 2% from 20% to 22%, and decreased overall performance at the masters level by 4% from 10% to 6%. In Domain 1, Shearn is projected to increase in scaled score by 2 points. From 2021-2022 to 2022-2023 school years, there were major changes in all assessments with the shift to online testing and the addition of new item types. Particularly, the Reading Language Arts assessment shifted to include writing across grades 3-5 which contributed to a decrease in achievement on STAAR Reading. Although there were gains in some areas, the current level of student achievement falls well below the district and state average. This pattern of below average achievement is a trend that can be seen in the campus accountability data as far back as the 2015-2016 school year. High teacher and staff turnover has contributed to below average achievement and student growth in the years prior to the 2021-2022 school year. In order to improve student outcomes, Shearn ES will commit to improving staff capacity to deliver high quality instruction in all classrooms. High quality instruction is the most effective lever to change student achievement. At this time, there is a campus wide need for daily instructional coaching in the areas of lesson internalization, student engagement and language support for EB students. During the 2021-2022 school year, 20% of students achieved at the meets level across all subject areas. In 2022-2023, there is projected to be a 2% increase at the meets level. The expectation for all subgroups is that 38% of students are performing at the meets level or higher in Reading, Math, and Science. From 2019 to 2022, Shearn ES did not meet the academic achievement or student success targets for its at risk subgroup. During the past two school years, achievement at the meets level has improved, particularly in Math, but it still does not meet state wide expectations. To accomplish these goals, Shearn ES will engage in weekly PLCs and monthly data meetings including but not limited to interim formative assessments, student attendance data and student progress monitoring results. Shearn will use Eureka Math Assessments for Math and Amplify and TFAR items for literacy assessments. DIBELS and NWEA Map testing at BOY, MOY, and EOY will also be used to assess student progress achievement to adjust and monitor instruction. After analyzing assessment data, teachers will provide small group instruction and assign personalized learning pathways in IXL to support individual skills. In the classroom, teachers will focus on student engagement strategies that support language acquisition and the use of academic vocabulary through turn and talks, table talk, and response cards.

### Student Achievement Strengths

- **The following strengths were identified based on a review of the 2022-2023 data:**
- In 2022-2023 Shearn ES increased overall performance at the approaches level across all subject areas by 7% from 45% to 52%  
In 2022-2023 in Math, the percentage of students performing at the approaches level increased by 11.3%, meets by 9.8% and masters by 2.6% from the previous school year.
- In Reading Language Arts, Shearn ES increased the percentage of students performing at the approaches level by 3.1%.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** Students in grades 1-5 have not mastered grade level pre-requisite skills. **Root Cause:** A lack of consistent effective Tier I instruction with high quality instructional materials in literacy and math.

# School Culture and Climate

## School Culture and Climate Summary

Shearn ES is a positive school climate. Staff retention continues to improve, and student enrollment is steady. From the 21-22 school year to the 2023-2024 school year, teacher and staff retention has improved from less than 50% to over 85%. Teachers work collaboratively together and participate actively in weekly PLCs. Overall, the teaching staff is highly receptive to feedback and is working to implement new district initiatives and curriculum. To support positive relationships and interactions between students and within the classroom, the campus will implement TEACH non-verbal management strategies. Teachers have been trained and are provided weekly coaching on effectively managing their classroom as well as implementing efficient routines and procedures to maximize instructional time.

Student attendance is an area of concern. Although there was an improvement in student attendance from 91.9% in 21-22 to 93.6% in the 22-23 school year, there is still a need to focus on school wide systems to track and follow up on student attendance. In the 22-23 school year, the campus implemented a tardy system to track late arriving students, which reduced the number drastically. This school year, the counselor and the wraparound specialist work with the student information representative to track daily student attendance and follow up with families of frequently absent students.

From 2019 to 2022, Shearn ES did not meet the academic achievement or student success targets for its at-risk subgroup. During the past two school years, achievement at the meets level has improved, particularly in Math, but it still does not meet statewide expectations. Based on this data, there is a clear need to improve academic achievement for at-risk and special education students. This will require that all Shearn ES staff collaborate to identify, track, and provide individual support to students to ensure that At Risk and Special Education students meet grade level expectations particularly in Reading and Math.

## School Culture and Climate Strengths

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

Strong wraparound and counseling program

increase in staff retention

decrease in discipline

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** There is low student attendance campus wide. **Root Cause:** In previous school years, there have not been consistent systems and processes related to tracking and monitoring student attendance and at risk students on a daily basis.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Teacher evaluation data from 22-23 demonstrates a continued need for instructional improvement campus wide. In the 23-24 school year, changes have been made to teacher evaluation and coaching. Improvement has been seen in instructional practices campus wide with the addition of Amplify reading curriculum. There was low teacher turnover from the 22-23 school year to 23-24 which has contributed to a stronger instructional start than in previous years. To support teacher development, weekly PLCs, instructional coaching and professional development support will be tailored to individual teachers and grade level teams to ensure each teacher meets their professional goals. For the 23-24 school year, professional development will focus on classroom management, student engagement, and the implementation of high quality instructional materials. There was high teacher retention from the 22-23 SY to the 23-24 SY.

In 2022-2023 Shearn ES increased overall performance at the approaches level by 7% from 45% to 52%, and the meets level by 2% from 20% to 22%, and decreased overall performance at the masters level by 4% from 10% to 6%. On the 2022- 20223 TELPAS assessments, the lowest performing domains for students identified as Emergent Bilingual (EB) were listening and speaking. This data demonstrates a clear need to improve academic achievement in all areas as well as to increase the quality and quantity of opportunities for students to practice structured responses using academic language. In order to improve student outcomes, Shearn ES will commit to improving the quality of student engagement in all classrooms through the use of multiple response strategies. Leaders will be focused on providing teachers with frequent feedback regarding their ability to effectively implement engagement strategies that require students to listen, talk, and write using sentence stems as support.

### Staff Quality, Recruitment, and Retention Strengths

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

High teacher retention rates from 22-23

High teacher receptivity to feedback and coaching

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

**Problem of Practice 1:** In prior school years, there was a lack of highly effective Tier 1 instruction. **Root Cause:** A lack of high quality curriculum materials to support effective literacy instruction.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Shearn Elementary is a growing and active school community with strong partnerships between teachers, students, families and community members. The Shearn PTO is actively engaged in supporting the school with activities that not only build positive school culture but also contribute to their student's learning such as Literacy Night, Roar-a-thon, Winter Carnival and many more. During the 2022-2023 school year, Shearn ES received the highest distinction-- Diamond-- through the Family and Community Engagement department. For the 2023-2024 school year, the PTO has partnered with the Wraparound specialist to provide weekly ESL classes to parents as well as to work with the HeadStart program to provide parenting resources and classes to families. Each week there is a dedicated day for parents to volunteer at Shearn or attend informational sessions. There are also activities and events after school for parents that can't volunteer during the day.

There is support for the school from current parents and surrounding churches and organizations such as CityRise and Loving Houston. Shearn ES Wraparound Specialist and Counselor work collaboratively to provide resources related to food, shelter, clothing and health. The full time Wraparound Specialist will continue to support family needs through HISD/Houston Food Bank SOUPer Pantry which provides food and other basic needs (e.g. clothing assistance, school supplies, toiletries etc.) to both Shearn families and the larger community and Houston Food Bank's Backpack Buddy Program which provides food every weekend to students struggling with chronic hunger. In addition, the following services are also provided to families and students: mental health and behavior support, counseling, food and rental assistance. The full time counselor will provide weekly individual or group counseling to students and lead classes in social and emotional learning lessons

## Parent and Community Engagement Strengths

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

Parents want to be engaged in events and programs

There are strong systems for supporting parent engagement through wraparound and PTO

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** Parents and guardians want to be engaged in the school community but not always in ways that directly impact student achievement or learning. **Root Cause:** The school has not provided opportunities to teach parents ways they can help their child at home academically.

# Priority Problems of Practice

# 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
- Campus/District improvement plans (current and prior years)
- 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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic reading assessment data
- 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

## 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

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- 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

### **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 opportunities for parent engagement that are linked to learning.





**Strategic Priorities:**

Transforming Academic Outreach

**Indicator of Success 1:** Increase opportunities for parent engagement that are linked to learning.

**Indicator 1:** By May 2024, the number of parents attending campus wide events will increase by 10%.

**Indicator 2:** By May 2024, Shearn ES will meet 100% requirements to be designated a Diamond school by HISD's Family and Community Engagement department

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Increase opportunities for parent engagement that are linked to learning.</p> <p><b>School Leaders' Actions</b></p> <p>Plan linked to learning events through the PTO. Train teachers on how to hold effective parent conferences. Provide all families with regular updates on their child's progress on district and state assessments at BOY, MOY, and EOY.</p> <p><b>Staff Actions</b></p> <p>Communicate regularly about student academic progress on district and campus assessments. Identify specific resources that students can use to practice academic skills at home. Set up parent teacher conferences with parents.</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Key Action 2:** Improve the quality of coaching and professional development provided to teaching staff and the quality of student engagement across all classrooms.

**Strategic Priorities:**





Cultivating Team HISD Talent

**Indicator of Success 1:** Improve the quality of coaching and professional development provided to teaching staff and the quality of student engagement across all classrooms.

**Indicator 1:** The percentage of teachers at the proficient level or above will increase by 10%.

**Indicator 2:** The percentage of students making one year of growth on TELPAS assessments will increase by 5%.

**Indicator 3:** In 2023-2024, 85% of students in grades 4 and 5 that DNM the previous year, will meet or exceed their progress goals on STAAR Reading and Math.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Improve the quality of coaching and professional development provided to teaching staff and the quality of student engagement across all classrooms.</p> <p><b>School Leaders' Actions</b></p> <p>The leadership team will develop campus wide expectations for student engagement practices at Shearn ES. The leadership team will train all staff on high leverage student engagement practices including MRS. The leadership team will facilitate weekly PLCs with teachers focused on how to appropriately use and apply MRS strategies in daily lessons. This will include real time practice and on the spot coaching for teachers. The leadership team will observe instruction and provide instructional feedback to teachers on engagement using the spot observation form. The leadership team will provide one on one structured support to teachers who score a '1' or below on the student engagement section of the spot observation rubric. The school counselor will observe at risk students and provide individualized support to students to improve the quality of their engagement in lessons.</p> <p><b>Staff Actions</b></p> <p>Teachers will participate in professional development aligned to high leverage student engagement practices, including MRS. Teachers will collaborate with colleagues and practice delivering multiple response strategies every week during PLCs. After being provided instructional feedback, teachers will implement changes to their instruction to ensure high quality student engagement in their classrooms. Teachers will effectively implement a variety of multiple response strategies during each portion of their instructional cycle to increase the quality of student engagement.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
<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 3:** Improve student attendance and academic achievement for special education and at risk students through individual supports.

**Strategic Priorities:**


Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach


**Indicator of Success 1:** Improve student attendance and academic achievement for special education and at risk students through individual supports.


**Indicator 1:** By May 2024, student attendance rates will increase from 93.6% to 96.0% campus wide.


**Indicator 2:** In 2023-2024, the percentage of at-risk students achieving at the meets level in Reading and Math will increase by 5% from the previous school year.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Improve student attendance and academic achievement for special education and at risk students through individual supports.</p> <p><b>School Leaders' Actions</b></p> <p>The campus leadership team will identify at-risk and special education students based on 22-23 data including achievement, attendance, and discipline. The campus leadership team will establish a system to track at risk and special education students' academic progress, attendance, and needs. As part of this system, leaders will work to ensure that non-academic resources are provided to students and their families to reduce barriers through counseling and wraparound services. Tutorials and intervention will be provided to at risk and special education students in grades 2-5. Accelerated instruction and tutorials will be provided to students in 4th and 5th grade who did not meet standard in Reading and Math during the 22-23 school year. The leadership team will monitor and evaluate the effectiveness of interventions provided to students every 5 weeks and make adjustments as necessary.</p> <p><b>Staff Actions</b></p> <p>The school counselor, wraparound specialist, interventionist, special education teacher, and teachers will meet once every 5 weeks to track at-risk students' academic progress, behavior, and attendance. The school counselor will work with the classroom teacher to create and implement behavior intervention plans as needed. Teachers will provide individual academic and behavioral support to students through personalized learning, small group instruction, and the implementation of behavior plans. The special education teachers will collaborate with general education teachers to track special education students' progress and ensure fidelity in providing accommodations during instruction. The school counselor will provide individual and group counseling and guidance lessons to students that focus on building critical social/emotional and self regulation skills. Teachers and staff will facilitate additional tutorials and accelerated instruction to students through small group, after school sessions, and pull out intervention.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Key Action 4:** Develop staff capacity to deliver high quality instruction

**Strategic Priorities:**





Cultivating Team HISD Talent

**Indicator of Success 1:** Develop staff capacity to deliver high quality instruction

**Indicator 1:** Out of 72 spot observations conducted by December 2023, 75% of teachers will receive 5 points or higher in Instruction (Domain 2) on the HISD Formal T-TESS Walkthrough rubric.

**Indicator 2:** By May 2024, 75% of teachers will be rated proficient or higher in Dimension 2.2 and 2.3 in Domain 2 on the T-TESS rubric.

**Indicator 3:** 85% of students will meet or exceed 1 year of annual growth goals on the MAP assessment from beginning of year to end of year

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Develop staff capacity to deliver high quality instruction</p> <p><b>School Leaders' Actions</b></p> <p>Create a data platform to keep track of teacher's goals, instructional feedback, and progress towards proficiency. This will be completed by a school administrator every time a teacher is provided feedback. The leadership team will train teachers on the T-TESS walkthrough spot observation rubric. The leadership team will facilitate weekly vertical learning communities where teachers in the same content area are able to collaborate for instructional planning and delivery. The leadership team will conduct observations and provide real time coaching using the HISD T-TESS Walkthrough rubric. During the instructional day, the leadership team will provide weekly modeling and coaching to teachers rated 3.5 or below on the Instruction Domain of the observation rubric. Every 6 weeks, the leadership team will facilitate data meetings to monitor student progress toward meeting growth goals on the MAP assessment.</p> <p><b>Staff Actions</b></p> <p>Teachers will participate in professional development aligned to providing high quality instruction to students. Teachers will collaborate with colleagues to practice instructional delivery of their lessons every week during PLCs. After being provided instructional feedback on the walkthrough observation form, teachers will implement changes to their delivery to ensure high quality instruction in their classrooms. Teachers will effectively implement instructional strategies based on the professional development sessions and weekly PLCs led by campus leadership. Teachers will ask for support or guidance when needed. Teachers will track student progress on exit tickets and district assessments and make instructional adjustments to ensure their academic progress.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review cells are empty			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# State Compensatory

## Budget for 239 Shearn Elementary School

**Total SCE Funds:** \$86,640.00

**Total FTEs Funded by SCE:** 1.51

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

SCE funds will be used to provide direct instructional support in Reading and Math to At-Risk students.

## Personnel for 239 Shearn Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrea Chambers	Bilingual Teacher	1
Johanna Garcia	Academic Tutor	0.25
Viridiana Castro	Bilingual Teacher	0.26