

**Houston Independent School District**  
**219 Piney Point Elementary School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

The mission of Piney Point Elementary School is to provide a safe and supportive learning environments where all scholars are challenged to reach their full potential

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

The data used for our needs assessment is derived directly from the results of STAAR, Houston ISD A4E, PEIMS, and Houston ISD Connect. Our scholars' performance on STAAR, which focuses on readiness for success in subsequent grades and courses, as well as on college and career readiness, was at 61% in Math, 54% in ELA, and 37% in Science. This year we saw a 2% increase in Math scores while ELA/Reading decreased by 13%. Notably, our Science scores increased by 4% which was still below the District and State percentages. As we looked at all test data, it was apparent that we need to improve our first instruction with HQIM (High Quality Instructional Materials) and multiple response strategies to increase Approaches and advanced scholars to Meets and Masters.

### Student Achievement Strengths

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

The most notable assessment increase reflected on the Math STAAR was 4<sup>th</sup> and 5<sup>th</sup> grade with a B average. These grade levels worked as a team to plan and develop lessons and assessments which brought our school math scores to a B.

Our overall score for STAAR is projected to be a C. We have a D in Domain I, a C in Domain II and a C in Domain III.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** Scholars are having difficulty comprehending and transferring information they have learned in all content areas to complete more rigorous assignments that require application of learning not just memorization through writing. **Root Cause:** Our scholars were faced with a new format and question types on the 2022-2023 STAAR Assessments. Many of our scholars have difficulty forming complete and coherent sentences. They need more exposure to extended constructed response questions with teacher editing notes.

**Problem of Practice 2:** On the STAAR assessment, many of our special population scholar groups such as GT scholars are not reaching Meets and Masters. Teacher observation and data analysis shows that scholars are scoring lower on open-ended questions, questions with multiple responses and not being able to complete rigorous assignments. **Root Cause:** 78% of our 3rd grade English scholars and 66% of our Spanish 3rd grade scholars scored a 0 on the extended constructed responses.

**Problem of Practice 3:** Our Science STAAR scores have declined for the past 3 years. Our EB scholars are having difficulty understanding the vocabulary, comprehending, and transferring information they have learned due to the rigor of the new question types. **Root Cause:** 70% of our 4th grade English scholars and 58% of our Spanish 4th grade scholars scored a 0 on the extended constructed responses.

**Problem of Practice 4:** We need to improve the rigor of instruction and assessment in all content areas. **Root Cause:** Teachers' ability to teach EBs through visuals and other research based CBLI strategies.

# School Culture and Climate

## School Culture and Climate Summary

At Piney Point Elementary, we educate the whole child. Our teacher and scholar demographics are very similar. Our current school year, we have 52% of our teachers identifying as Hispanic, 9% Asian, 13% Black American, 24% White, and 1% two or more races. We also have a diverse population of scholars. 79% of our scholar population identify as Hispanic, 1% American Indian or Native Alaskan, 5% Asian, 9% Black American, 5% White, and 1% two or more races.

Piney Point has a great reputation. Staff members are treated with respect and like family. Several staff members who transferred to other schools or districts have requested to return. Leadership opportunities are granted to teachers and staff who are willing to take on a new challenge and increase their skills. New staff members are assigned an experienced staff member for support, in addition to assistance from the administrative team. All administrators have an open-door policy and staff members feel comfortable speaking about issues or needs. If any staff member needs materials, we do our best to supply them with what is needed to do the best job, if it is tightly aligned to our learning goals. We live by our school motto "Everyone Learning, Everyone Leading."

## School Culture and Climate Strengths

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

Our school counselor provides a wide variety of SEL support for our scholars and teachers. Our Wraparound Specialist provides basic needs such as food, clothing, household support, tutoring, medical, etc. for our families in need. Our school received the Staff Culture award for the 2022-2023 school year by the West Region.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** Piney Point Elementary has a few scholars from all over the world who need to learn socialization skills and early literacy skills, especially, in grades 3-5 with the rigor of the new curriculum and STAAR assessments. **Root Cause:** We do not have enough support for scholars who speak languages other than English and Spanish to support them in their transition, therefore; these outliers tend to act out, are easily distracted during class, and have attendance issues.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Our school is comprised of 127 staff members which includes 108 female and 19 male employees that serve 1281 scholars. Our principal and 3 assistant principals account for our school leadership. Our professional staff totals 77 which includes classroom teachers, Special Education, ancillary teachers, teacher specialists, interventionists, a counselor, a wraparound specialist, speech teachers, diagnosticians, and dyslexia teacher. Piney Point employs 50 support staff members such as computer tech, educational aides/assistants, special education aides/assistants, part-time interventionists, hourly tutors, office staff, a nurse, custodial staff, cafeteria staff, crossing guards, and part-time Houston ISD officers.

The 2023-2024 school year began with all vacancies being filled. We hired 1 Bilingual prekindergarten teacher, 3 ESL RLA second grade teachers, 2 third grade math teachers, 1 third grade Bilingual RLA teacher, 1 fifth grade RLA teacher, 1 fifth grade science teacher, and 2 teacher assistants. We also hired a counselor and a third assistant principal. In addition, we had several teachers in grades 2<sup>nd</sup>-5<sup>th</sup> change grade levels and/or content areas. The last few years we have seen a change in staffing due to retirement and other life changes. The educators we hire are always qualified and/or highly recommended.

### Staff Quality, Recruitment, and Retention Strengths

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

The instructional staff at Piney Point are ethnically diverse with the average years of teaching experience being 16 years and 13 years with Houston ISD. Many of our teachers have taught several generations of scholars within the same family. New teachers are provided with a mentor or buddy for support.

Teachers and staff are given 50-minute weekly PLC time with their grade level administrator, teacher specialist, and grade level team to internalize and practice lessons, review data, and practice MRS protocols.

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

**Problem of Practice 1:** All staff members need to be fully engaged in the work at all PLCs. **Root Cause:** Some educators are less responsive to support with lesson internalization, MRS protocols, or lesson delivery.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Our community views us in a positive light and is willing to offer support because we listen to parental concerns and try to offer solutions. For example, after meeting with parents at the end of the 2021-22 school year, we listened to them regarding safety and security and hired HISD police officers to be present during the morning and afternoon dismissal times for the 2022-23 and current school year.

Piney Point Elementary School's most active business partner is the Memorial Drive Presbyterian Church, whose volunteers who support us by tutoring students, supporting our family nights, and providing one workday per week to assist teachers with copying, laminating, and other projects. We also have the Reading Round-Up program sponsored by the Barbara Bush Literacy Foundation read to our second-grade students once a month. We also have Catholic Charities and C HAT working with our middle eastern students.

At the beginning of the year, we hold our annual Meet the Teacher event. We offer Coffee with the Principal once a month to give information and tips to parents about supporting their children at home. We also have family nights, math and science nights for parents and their children to learn together. We also have Parent and Family Engagement Committee meetings once a semester.

## Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Piney Point has a large group of parents who will attend any meeting that the school holds. We have great attendance at our math/science/RLA nights and Open House. Piney Point has been awarded the highest FACE awards for the last three years.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** Many parents cannot attend daytime meetings due to work conflicts. Parents do not attend because they are not connected to our school invitation sources due to incorrect phone numbers, emails, etc. **Root Cause:** Some parents do not see the significance of attending as many informational and educational events offered by Piney Point.

# 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS 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:** Piney Point Elementary scholars will increase our overall accountability rating from a C to a B

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

**Indicator of Success 1:** Piney Point Elementary scholars will increase our overall accountability rating from a C to a B

**Indicator 1:** The percentage of 3rd grade scholars passing the 2024 STAAR RLA assessment will increase from 52% to 62% at Approaches, 24% to 30% at Meets, and 6% to 10% at Masters.

The percentage of 3rd grade scholars passing the 2024 STAAR Math assessment will increase from 49% to 60% at Approaches, 21% to 30% at Meets, and 3% to 10% at Masters.





**Indicator 2:** The percentage of 4th grade scholars passing the 2024 STAAR RLA assessment will increase from 53% to 65% at Approaches, 23% to 30% at Meets, and 8% to 15% at Masters.

The percentage of 4th grade scholars passing the 2024 STAAR Math assessment will increase from 69% to 75% at Approaches, 51% to 61% at Meets, and 27% to 35% at Masters.

**Indicator 3:** The percentage of 5th grade scholars passing the 2024 STAAR Science assessment will increase from 40% to 50% at Approaches, 3% to 10% at Meets, and 3% to 10% at Masters.

All grade levels will have 65% of their scholars receive a score higher than 0 on the extended constructed responses.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Key Action (Briefly state the specific goal or objective.)</p> <p>Piney Point Elementary scholars will increase our overall accountability rating from a C to a B.</p> <p><b>School Leaders' Actions</b></p> <p>School leaders will share walkthrough data on a common tracking system and discuss concerns and successes during weekly leadership meetings. Review DOLs for rigor and alignment during daily walkthroughs. Monitor implementation of Eureka and Amplify curriculums. Design weekly PLCs that are focused on outcome-based results and lesson internalization, MRS, and at-bats. Review data extensively using Piney Point's Data Tracker after assessments.</p> <p><b>Staff Actions</b></p> <p>Attend district training on Eureka and Amplify and any other professional learning opportunities offered by the district. Implement Eureka and Amplify in K-5 classrooms with fidelity. Track student data on district and grade level assessments to plan interventions. Implement feedback given during spot observations. Actively participate in weekly PLC meetings to disaggregate data and develop LOs and DOLs, along with lesson internalization.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Key Action 2:** Improve IAT response to scholars with outlier academic and behavior issues.

Improve attendance using challenges and incentives to create a love and interest in education.

**Strategic Priorities:**

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

**Indicator of Success 1:** Improve IAT response to scholars with outlier academic and behavior issues.

Improve attendance using challenges and incentives to create a love and interest in education.

**Indicator 1:** Fewer referrals to administration for repeated behavior scholars.

Teachers feel supported by the administration as evidenced in the school climate survey.

**Indicator 2:** The school counselor is seeing more scholars and is teaching them coping and calming techniques as evidenced in an increase in SAFs (Student Assistance Form).

Wraparound services are being provided to support these scholars as evidenced in an increase in SAFs.

**Indicator 3:** Our attendance will increase to 96% or higher each month instead of 93.9%

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Improve IAT response to scholars with outlier academic and behavior issues.</p> <p>Improve attendance using challenges and incentives to create a love and interest in education.</p> <p><b>School Leaders' Actions</b></p> <p>Monitor IAT meetings. Monitor completion of RTI documentation. Monitor daily attendance and announce daily percentage during the morning announcements. Monitor attendance challenges and present prizes</p> <p><b>Staff Actions</b></p> <p>Turn in a copy of the Parent Contact Log each month. Complete an RTI Letter on OnTrack after each BOY, MOY, and EOY. Complete IAT documentation on PowerSchool Log copies of Parent DoJo messages on Parent Contact Log. Remind students about incentive challenges.</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Key Action 3:** Teacher support with curriculum and district initiatives will be top priority at PLCs to ensure teacher retention.

**Strategic Priorities:**


Cultivating Team HISD Talent


**Indicator of Success 1:** Teacher support with curriculum and district initiatives will be top priority at PLCs to ensure teacher retention.


**Indicator 1:** By the end of November 2023, at least 31 of our 61 teachers will receive a 5 out of 8 points on Domain 2. By April 2024, this will increase to 51/61 (83%). This will be monitored by reviewing walkthrough data at weekly PLC meetings.


**Indicator 2:** By October 2023, 100% of reading, math, and science teachers will be aligned to Houston ISD Curriculum in Amplify, Eureka, and PhD Science. This will be monitored by ensuring LOs and DOLs are aligned to the district curriculum each morning.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Teacher support with curriculum and district initiatives will be top priority at PLCs to ensure teacher retention.</p> <p><b>School Leaders' Actions</b></p> <p>Train teachers on the MRS protocols and provide them with step-by-step guides. Provide on-the-spot coaching regularly (at least twice per week per teacher) and written feedback at least once a month through written feedback on walkthroughs. Conduct effective PLCs that focus on lesson internalization, MRS, data and specific intervention strategies. For teachers in need of assistance, provide expert professional development using Amplify and Eureka and differentiation. Attend all job fairs when there is a vacancy.</p> <p><b>Staff Actions</b></p> <p>Participate actively in weekly PLCs, including sharing student data, at-bats, and lesson internalization. Provide multiple MRS opportunities during direct instruction by December 2023. Align LOs and DOLs as a grade level 100% by November 2023. Implement on the spot coaching suggestions daily.</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Key Action 4:** Our campus will host events at various times of the day that bring students, parents, and Piney Point staff together to have questions answered, learn, and have fun.

**Strategic Priorities:**





Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

**Indicator of Success 1:** Our campus will host events at various times of the day that bring students, parents, and Piney Point staff together to have questions answered, learn, and have fun.

**Indicator 1:** Sign in sheets from events with at least a 30% increase from previous meeting or year,

**Indicator 2:** Parent surveys are completed by at least 20% of attendees.

**Indicator 3:** Piney Point will continue to be a Diamond-certified FACE school.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Prepare for the meetings by creating an agenda, checking in with event Liaison.</p> <p><b>School Leaders' Actions</b></p> <p>Send out call out for the event at least 2 weeks prior to the event and then 1 day before the event. Ensure the event has been posted on Piney Point DoJo page and in the weekly newsletter. Prepare for the meetings by creating an agenda, checking in with event Liaison.</p> <p><b>Staff Actions</b></p> <p>Specific actions - staff (What specific action steps will the staff take to accomplish the objective?) Teachers will post events meetings on their class Dojos. Support the event by helping with set up and clean up.</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Key Action 5:** Teachers will teach the new high-quality materials with fidelity to increase math, science, reading and writing scores on DOLS, district assessments, and STAAR.

**Strategic Priorities:**

Expanding Educational Opportunities, Cultivating Team HISD Talent


**Indicator of Success 1:** Teachers will teach the new high-quality materials with fidelity to increase math, science, reading and writing scores on DOLS, district assessments, and STAAR.


**Indicator 1:** 75% of mainstreamed special education scholars in grades 3-5 will meet their Closing the Gap targets for each content area.


**Indicator 2:** All scholars in grades 3-5 will meet their Closing the Gap targets for each content area.


**Indicator 3:** Student performance on grade level common assessments (Amplify and Eureka) will improve by 25% between August 2023 and April 2024 in reading, math, and science. This will be monitored twice per grading cycle.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Teachers will teach the new high-quality materials with fidelity to increase math, science, reading and writing scores on DOLS, district assessments, and STAAR.</p> <p><b>School Leaders' Actions</b></p> <p>Monitor the implementation of IEPs in general education classrooms and provide coaching by utilizing the Piney Point SPED Student Observation Form (five per week, twenty per month). Provide on-the-spot coaching regularly (at least twice per week per teacher) and written feedback at least once a month through written feedback on walkthroughs.</p> <p><b>Staff Actions</b></p> <p>100% of IEPs will be utilized to support student learning during the 2023-2024 school year. Collaborate in PLC meetings to design inclusive lessons that focus on improving learning outcomes for scholars in special education and document accommodations used during lessons. Align lessons to curriculum and focus on increasing rigor through effectively implementing the instructional characteristics.</p>	Formative			Summative
	Feb	Mar	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Key Action 6:** Use IXL as a support when creating intervention lessons for students who struggle with a particular objective.

**Strategic Priorities:**





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

**Indicator of Success 1:** Use IXL as a support when creating intervention lessons for students who struggle with a particular objective.

**Indicator 1:** The school administration will track student use of the IXL program in Reading, Math, and 5th grade Science.

**Indicator 2:** Students will understand how to read their data in IXL.

**Indicator 3:** Teachers will use IXL consistently to support interventions and to enforce learning of TEKS as evidenced during observations and during conversations.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Use IXL as a support when creating intervention lessons for students who struggle with a particular objective.</p> <p><b>School Leaders' Actions</b></p> <p>School leaders will offer professional development on how to utilize IXL. School leaders will hold troubleshooting sessions with teachers as needed. School leaders will record the use of IXL in the classroom. School leaders will request IXL score reports during PLC meetings once a month.</p> <p><b>Staff Actions</b></p> <p>Campus staff will become proficient in the use of IXL by December 2023. Campus staff will utilize IXL performance reports to guide interventions. Campus staff will request support when needed. Campus staff will bring performance reports to PLC meetings.</p>	Formative			Summative
	Feb	Mar	Apr	June
<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 7:** Improve academic outcomes for mainstreamed special education students through implementing IEPs developed using student data, ARD committee input, and research-based learning strategies.





**Strategic Priorities:**

Expanding Educational Opportunities, Cultivating Team HISD Talent

**Indicator of Success 1:** Improve academic outcomes for mainstreamed special education students through implementing IEPs developed using student data, ARD committee input, and research-based learning strategies.

**Indicator 1:** 75% of mainstreamed special education students in grades 1 through 5 will earn their growth measure points in reading and math as evidenced by the EOY NWEA Map test. Progress monitoring will be gauged through the special education progress reports (twice per grading cycle).

**Indicator 2:** 100% of IEPs will be utilized to support student learning during the 2023-2024 school year.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Improve academic outcomes for mainstreamed special education students through implementing IEPs developed using student data, ARD committee input, and research-based learning strategies.</p> <p><b>School Leaders' Actions</b></p> <p>Monitor the implementation of IEPs in general education classrooms and provide in the moment coaching by utilizing the Piney Point SPED Student Observation Form (five per week, twenty per month). * Monitor and adjust intervention schedules for students in special education according to changing learning needs. * The special education chairperson will maintain a shared ARD calendar to ensure that IEP meetings are in compliance. * In September 2023, the case managers will conduct PLCs with general education teachers on IEP implementation and monitoring.</p> <p><b>Staff Actions</b></p> <p>Collaborate in PLC meetings to design inclusive lessons that focus on improving learning outcomes for students in special education. * Document accommodations for special education students in PowerSchool. * Meet with the special education case manager twice during each six-week grading period to collaborate and review IEP goals, DOL results, and progress monitoring. * Implement feedback from school leaders as shared on the Piney Point SPED Student Observation Form</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 8:** Cultivate staffs' capacity to provide the highest quality of instruction to our students.





**Strategic Priorities:**

Expanding Educational Opportunities, Cultivating Team HISD Talent

**Indicator of Success 1:** Cultivate staffs' capacity to provide the highest quality of instruction to our students.

**Indicator 1:** By the end of October 2023, at least 31 of our 61 teachers will receive a 2 or higher on using MRS on their walkthroughs. By April 2024, this will increase to 51/61 (83%). This will be monitored by reviewing walkthrough data at weekly PLC meetings.

**Indicator 2:** By October 2023, 100% of reading, math, and science teachers will be aligned to HISD Curriculum in Amplify, Eureka, and PhD Science. This will be monitored by ensuring LOs and DOLs are aligned to the district curriculum each morning.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Cultivate staffs' capacity to provide the highest quality of instruction to our students.</p> <p><b>School Leaders' Actions</b></p> <p>Train teachers on the HISD Ready Characteristics during August pre-service: Effective LOs and DOLs, MRS, First Instruction, Differentiation, and Effective Use of Technology. * Provide on the spot coaching regularly (at least twice per week per teacher) and written feedback at least once a month through written feedback on walkthroughs. * Conduct effective PLCs that focus on data and specific intervention strategies. * For teachers in need of assistance, provide expert professional development on Science of Reading and differentiation.</p> <p><b>Staff Actions</b></p> <p>Attend August Pre-Service training and implement learning into daily instruction. * Participate actively in weekly PLCs, including sharing student data, at-bats, and lesson internalization. * Implement one MRS every ten minutes of direct instruction by December 2023. Implement one MRS every four minutes of direct instruction by March 2023. * Monitor MRS and share feedback during leadership meetings and teacher PLCs. * Align LOs and DOLs as a grade level 100% by November 2023.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Key Action 9:** Improve student outcomes in math and reading through teaching lessons on grade level and differentiating for support.





**Strategic Priorities:**

Expanding Educational Opportunities, Cultivating Team HISD Talent

**Indicator of Success 1:** Improve student outcomes in math and reading through teaching lessons on grade level and differentiating for support.

**Indicator 1:** By December 2023, walkthroughs will show that at least 80% of lessons are aligned to the NES curriculum, including rigor and common DOLs. This will increase to at least 95% by April 2024. Walkthrough data will be reviewed weekly at A-Team meetings to ensure alignment.

**Indicator 2:** Student performance on grade level common assessments (Amplify and Eureka) will improve by 25% between August 2023 and April 2024 in reading, math, and science. This will be monitored twice per grading cycle.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Improve student outcomes in math and reading through teaching lessons on grade level and differentiating for support.</p> <p><b>School Leaders' Actions</b></p> <p>School leaders will share walkthrough data on a common tracking system and discuss concerns and successes during weekly leadership meetings (weekly). * Review DOLs for rigor and alignment during daily walkthroughs (daily). * Monitor implementation of Eureka and Amplify curriculums (daily). * Design PLCs that are focused on outcome-based results and lesson internalization (weekly). * Monitor MRS and share feedback during leadership meetings and teacher PLCs (weekly).</p> <p><b>Staff Actions</b></p> <p>Attend district training on Eureka and Amplify. * Implement Eureka and Amplify in K-5 classrooms with fidelity. * Track student data on DOLs. * Attend campus-based training on MRS during pre-service (August). * Actively participate in weekly PLC meetings to disaggregate data and develop LOs and DOLs, along with lesson internalization.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Key Action 10:** Improve student achievement in 5th grade Science by strengthening alignment to the curriculum and increasing rigor in daily instruction.

**Strategic Priorities:**





Expanding Educational Opportunities, Cultivating Team HISD Talent

**Indicator of Success 1:** Improve student achievement in 5th grade Science by strengthening alignment to the curriculum and increasing rigor in daily instruction.

**Indicator 1:** By December 2023, 60% of teachers will receive at least 2 points for planning

(Domain 1), 4 points for instruction (Domain 2), and 3 points for learning environment (Domain 3). Walkthrough data will be reviewed at weekly leadership meetings throughout the fall

**Indicator 2:** By April 2024, 80% of teachers will receive at least 2 points for planning (Domain 1), 4 points for instruction (Domain 2), and 3 points for learning environment (Domain 3). Walkthrough data will be reviewed at weekly leadership meetings throughout the spring.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Improve student achievement in 5th grade Science by strengthening alignment to the curriculum and increasing rigor in daily instruction.</p> <p><b>School Leaders' Actions</b></p> <p>Schedule walkthroughs to occur at least three times per week for each 5th grade Science teacher and document feedback and support. * Discuss walkthroughs of science teachers during weekly leadership meetings and plan for steps of action to increase student performance (weekly). * Conduct effective PLCs that focus on effective science instructional strategies, as evidenced by walkthrough and DOL data (weekly).</p> <p><b>Staff Actions</b></p> <p>* Collaborate during weekly PLCs to internalize lesson plans and review student DOL data. * Align lessons to curriculum and focus on increasing rigor through effectively implementing the instructional characteristics on the T-TESS Observation Form. * Use common LOs and DOLs each day</p>	Formative			Summative
	Feb	Mar	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Budget for 219 Piney Point Elementary School

**Total SCE Funds:** \$356,771.00

**Total FTEs Funded by SCE:** 0

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

The programs and services funded through SCE include both staff (80%) and instructional materials (20%). Staff members work with students who are at-risk/underperforming by doing small group pull-outs throughout the day. These targeted interventions supplement the regular education program by helping students with learning gaps and teaching them skills/concepts that they have not mastered. Instructional materials, such as technology applications and print materials, are used to supplement what students are already receiving in class. 2023-2024 State Compensatory Education Personnel Name Position FTE (1.0 or 0.5) Hasan, Zinah Teaching Assistant 1.0 Gouldbourne, Yira Teaching Assistant 1.0 Sandell Lecturer, Hourly 0.25 Maduro Lecturer, Hourly 0.25 Salas Teacher Specialist 1.0 Diesta, Pacita Teacher, Reading Intervention 1.0