

Houston Independent School District
215 Parker Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

- **Our mission** is to foster a safe space for ALL students to learn and grow while meeting their social, emotional, academic, and artistic needs.

Vision

- **Our vision** is to serve as Houston's premier school of choice for music and academics.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Student Achievement Summary

Parker Elementary celebrates a culture of strong academic success as well as an emphasis on educating the whole child, and although Covid presented challenges that impacted our data in previous years, it is apparent based on standardized test scores, benchmark running records, Renaissance Screener results, and other data sources that students' academics have shown steady growth in the 2022-2023 school year. Reading STAAR scores returned to pre Covid numbers with 88% of students at the approaches level and 85% at approaches for Math STAAR. Pre Covid results were recorded at the meets and masters level as well, and similar improvements have been identified based on benchmark running record and Renaissance Screener results.

Student Achievement Strengths

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

STAAR Results (2022-2023)

	Reading			Reading (Sp)			Math			Math (Sp)			Science		
	A.	M.	M+	A.	M.	M+	A.	M.	M+	A.	M.	M+	A.	M.	M+
3rd	94%	78%	35%	71%	21%	13%	79%	58%	27%	79%	13%	8%			
4th	85%	61%	35%				88%	70%	39%						
5th	89%	71%	44%				85%	61%	35%				81%	53%	26%
Total	88%	66%	36%	71%	21%	13%	85%	60%	32%	79%	13%	8%	81%	53%	26%

As can be observed in the table above, there were strengths across grade levels and curriculum on the STAAR exam with especially strong results in third and fifth grade reading as well as fourth grade math. What also must be noted is the drastic improvement that our emergent bilingual (EB) students showed on the third grade exams in comparison to 2021-2022 with an improvement of 35% at the approaches level for Spanish Reading STAAR and 11% for Spanish Math STAAR.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): Parker Elementary celebrates the diverse student population that it serves, but we have identified a discrepancy between the standardized test scores of our emergent bilingual (EB) and non-EB students. Although we have seen improvements, with third grade students actually scoring at the same level on Spanish Math STAAR at the approaches level as those students who took the test in English. **Root Cause:** Student mobility rates, parental educational involvement, under-developed foundational

skills, and the rigor of the transitional bilingual program have all been identified as causes affecting this identified discrepancy in student performance.

Problem of Practice 2: We recognize that from third to fifth grade, EB students, on average, still score significantly lower than their non-EB counterparts on standardized exams.

Root Cause: Student mobility rates, parental educational involvement, under-developed foundational skills, and the rigor of the transitional bilingual program have all been identified as causes affecting this identified discrepancy in student performance.

School Culture and Climate

School Culture and Climate Summary

We at Parker ES recognize that the campus culture, climate and overall atmosphere are important dynamics within a school community. The culture and climate encompass the attitude, behavior and norms of students, faculty and staff. This will foster a positive and nurturing learning and working environment.

School Culture and Climate Strengths

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

Faculty/Staff

- We narrate positive student behavior, and use praise and aspiration to motivate students.
- We are upbeat, motivational, and inspiring.
- The general tone of classrooms is efficient, respectful and positive.
- We are attentive to all behaviors and interactions and address those that need attention.
- We carry ourselves with confidence and authority so that students are aware of our presence.
- The faculty lead by example.
- The faculty and staff strive to develop and create strong relationships with students, parents and the community.
- We promote a safe and inclusive environment. We work to ensure that all students feel safe, respected and included.

Students

- Students foster inclusivity. They encourage and embrace diversity and appreciation of differences.
- Students are open-minded and treat each other with respect and kindness.
- Students address conflict constructively.
- Students participate in organizations/clubs that foster positive teamwork, behavior, and performance.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Communication Improve communications to staff of all events and happenings on/off campus. Improve communication on district-wide requests and requirements in a timely manner. Professional Development Continued development on teaching techniques, technologies and grade level curriculum. Time Management Teachers

need help with balancing teaching, lesson planning, and district tasks **Root Cause:** Communication Calendar is constantly being updated. Requests for performances happen often. The district is sending requests without giving enough time to complete. Professional Development We used HMH last year. We need more training on Eureka. Time Management We need more time to balance and adjust to all of the new and different goals and requirements the district is requesting

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Over the past 15+ years, Parker Elementary Music Magnet has taken pride in the recruitment and retention of its faculty and staff members. Each year, the administrative team engages in a human capital needs assessment in March, to assess campus needs by program, returning faculty and staff members, and potential vacancies to address in grade level/department vacancies based on early notification or program expansion. Our goal is to ensure that Parker ES is fully staffed by June (closing out the previous school year) to prepare for the upcoming school year. To do so, an interview committee is established containing foundational members (campus administration) and rotating members (by grade & department to which the vacancy must be filled) to conduct interviews and model lesson experiences. Once the committee has shared final feedback per candidate, the campus principal makes the final decision of candidate selection.

Staff Quality, Recruitment, and Retention Strengths

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

Staff Quality:

- Our staff takes pride in the selection of experienced and brand new teachers that have presented a track record of experience/course study related to the instruction content/ pedagogy of practice. This is reviewed during the initial interview process with a comprehensive questionnaire based on core values of the campus instructional program.
- Model lessons are facilitated as part of the interviewing process to observe the implementation of pedagogy and practice, live with students.

Recruitment:

- To maintain our high performance culture, Parker Elementary has established partnerships with local universities such as Houston Christian University and The University of Houston, to allow current education students in their junior and senior years to complete observation and practicum hours on our campus. This practice has established an internship structure where students are actively exposed to our campus culture, veterans teachers, and curriculum implementation, to ultimately attract and recruit quality trained educators that will transition faculty and staff members of our internal team.
- HR and Community referral- Yearly, a staff profile is shared with HISD's Recruitment and Retention Department, as well as our campus community to recruit top talent across the city and beyond. This profile allows the campus administration to identify faculty and staff members with specialized talents to meet the current hiring needs.
- Social Media & Professional Organizations Postings: The campus administration uses social media (Instagram, Facebook and 'X') and professional organizations (Texas Music Educators Association, The National Education Association, and the Houston Alliance of Black School Educators).

Retention: Over the last 5 years, Parker Elementary's turnover rate has ranged between 5%-7% at most. The average tenure of faculty and staff members is Further analysis shows that average turnover is due to staff promotion and retirement. To retain our top talent, we engage in the following practices:

- Meet with our Leadership Team to conduct a campus needs assessment and share ideas to address our school improvement goals.
- Build capacity of teachers through on-going professional development (PreService, PLC, district and out-of-district).
- Foster opportunities for teacher-leader roles to specialize in content-specific areas, stimulating master teachers of practice to build the internal capacity of our instructional community.

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

Problem of Practice 1: For the 2024-25 school year, the campus administration anticipates an uptick in Parker's turnover rate, from on average 5%-7% to 10%-15%. **Root Cause:** Based on current district trend data in teacher retention based in district goals and program initiatives, primarily the lack to clarity on the continuation of programs, we feel that our Music and Fine Arts departments will be heavily impacted.

Parent and Community Engagement

Parent and Community Engagement Summary

We pride ourselves in having an active parent and community base at Parker. Last year we received Platinum status through the FACE department. Our administration and staff understand the importance of the School-Family connections. Students benefit from parents who are informed, which is why we work in conjunction with our families and community. We have an actively engaged PTO which works closely with school administration to support staff in a variety of ways.

Parent and Community Engagement Strengths

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

We host a variety of meetings and events such as Coffee with the Principal, Literacy Night, FACE walkthroughs, and Title 1 meetings (in person and virtually), which provide parents the opportunity to interact with administration and staff. We have a strong PTO who not only holds monthly meetings to keep parents informed, but also hosts family and community events throughout the year such as Trunk or Treat, Family Night, and Spirit Nights at local businesses. Lastly, our staff and PTO work in conjunction to plan student events. Recently, one of our PreK teachers, Mrs. Sotelo, worked with PTO's Volunteer VP to plan "Parker's Mercado." Through parent and staff efforts, we successfully celebrated National Hispanic Heritage Month.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: While we do a great job engaging parents in family or community events, our weakness lies in engaging our bilingual parents to support instruction at home. This is evidenced in the low attendance to instructional parent meetings and parent-teacher conferences. Ultimately, this impacts our students and their growth. Our Emergent Bilingual population is one of our lowest performing Special Pops. **Root Cause:** Many of our parents work during the day and are not able to come to events or conferences during the school day. A large number of our bilingual parents do not speak English and rely on their children to tell them how they're doing in school. As many of our bilingual parents have not completed K-12 or higher degrees of education, they do not have the experience to assist their children.

Priority Problems of Practice

Problem of Practice 1: Parker Elementary celebrates the diverse student population that it serves, but we have identified a discrepancy between the standardized test scores of our emergent bilingual (EB) and non-EB students. Although we have seen improvements, with third grade students actually scoring at the same level on Spanish Math STAAR at the approaches level as those students who took the test in English.

Root Cause 1: Student mobility rates, parental educational involvement, under-developed foundational skills, and the rigor of the transitional bilingual program have all been identified as causes affecting this identified discrepancy in student performance.

Problem of Practice 1 Areas: Student Achievement

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
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (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 benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

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
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Study of best practices
- Action research results

Key Actions

Key Action 1: Our goal will be to increase 3rd - 5th grade emergent bilingual (EB) students' reading results by 4% at the approaches level as measured by the 2024 STAAR Reading Exam.






Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Measurable results that describe success

Indicator 1: Emergent bilingual (EB) students in third grade who take Reading STAAR in Spanish will increase at the approaches level by a minimum of 4%, raising their percentage from 71% to 75%.

Indicator 2: EB students in fourth and fifth grade will also increase their passing percentage at the approaches level by 4%.

Specific Action 1 Details	Reviews			
Specific Action 1: Specific action steps building leaders will take to accomplish the objective School Leaders' Actions Our campus will focus on Summit K-12 as our primary academic supplement to assist in emergent bilingual (EB) students' English language acquisition. Administration will support implementation, training, and oversight throughout the year. Scaffolding, SIOP strategies, and parent engagement will be a focus for administration as well. School leaders supporting will be the principal, assistant principals, counselor, IAT/Title 1 coordinator, magnet coordinator, and wraparound specialist. Staff Actions As noted above, teachers will receive training and support from administration but will be responsible for implementing Summit K-12 and other support strategies. Teachers will maintain data on students and will monitor progress and collaborate with administration throughout the year for support as needed.	Formative			Summative
	Feb	Mar	Apr	June
	 40%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 2: Our goal is to foster a campus culture that encourages inclusivity, respect, and a sense of community to all students, faculty and staff.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Our goal is to foster a campus culture that encourages inclusivity, respect, and a sense of community to all students, faculty and staff.

Indicator 1: Completed calendar given a month in advance.






Teachers are able to plan effectively for instruction

Indicator 2: Positive feedback from the faculty and staff regarding communication.

Faculty and staff feel valued, empowered and have a greater sense of ownership for teaching their curriculum.

Indicator 3: Faculty and staff are able to implement technology tools, and updated materials and curriculum into their instructions.

Scores increase because of quality instruction.






Specific Action 1 Details	Reviews			
Specific Action 1: Our goal is to foster a campus culture that encourages inclusivity, respect, and a sense of community to all students, faculty and staff. School Leaders' Actions Action Steps Create a shared vision- set clear vision for the school. The vision should include all stakeholders, students, parents and community. Model and Reinforce positive behavior. Encourage this to members of our team and campus-wide. Provide Professional Development by offering ongoing opportunities for faculty and staff to enhance their skills, knowledge and understanding of curriculum and technology. Foster positive relations between faculty, staff, students and community. Create a safe and positive working and learning environment. Staff Actions Implement the shared vision- set clear vision for the school. The vision should include all stakeholders, students, parents and community. Model and Reinforce positive behavior. Encourage this to members of our team and campus-wide. Provide Professional Development by offering ongoing opportunities for faculty and staff to enhance their skills, knowledge and understanding of curriculum and technology. Foster positive relations between faculty, staff, students and community. Create a safe and positive working and learning environment.	Formative			Summative
	Feb	Mar	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Key Action 3: To retain our high effective teachers and staff, where our goal is have less than 10% turnover for the 2024-25 school year.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: To retain our high effective teachers and staff, where our goal is have less than 10% turnover for the 2024-25 school year.

- Indicator 1:** Teacher attendance data
- Indicator 2:** Texas Academic Performance Reports
- HISD Teacher Dashboard
- Indicator 3:** Leadership and faculty surveys






Specific Action 1 Details		Reviews			
Specific Action 1: To retain our high effective teachers and staff, where our goal is have less than 10% turnover for the 2024-25 school year. School Leaders' Actions School Leaders: Chavis T. Mitchell, Bryan Berry, Gina Garcia, Kenneth Owens, Susan Carlock, Heather Grosso, Evelyn Olivares Survey faculty and staff through their Goal Setting Conference to identify professional goals that leadership can support with to build instructional leadership capacity. Calibrate with our administration and leadership teams monthly to review successes and areas of coaching & development support that the administrative team can provide to strengthen programs/initiatives. The administrative team has implemented a campus culture initiative in support of our faculty and staff title "Ways to Say Thank You" that allows us to provide incentives (whether human capital or resource supports) to celebrate and acknowledge staff impact on the school community. Implement team building activities in conjunction with the Parker Parent Teacher Organization to motivate and inspire our teachers in a positive way. Continue to provide effective coaching and feedback as appraisers/supervisors to our staff to deliver effective feedback in the moment to improve systems of practice. Staff Actions Teachers will participate in the survey feedback through goal setting conference and PLC calibration. Based on GSPD plans, teachers will schedule professional development according to their learning plans. Grade level chairs will calibrate with their teams to provide the administrative team with feedback to support grade level/department goals, and host team building activities to support culture and unity of teams.		Formative			Summative
		Feb	Mar	Apr	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Key Action 4: Parents of our bilingual students will be more engaged in our instructional activities to better support their children at home.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Parents of our bilingual students will be more engaged in our instructional activities to better support their children at home.

- Indicator 1:** Attendance for Parent-Teacher conferences and instructional activities will increase by 10%.
- Indicator 2:** Reading and Math scores of our bilingual students will increase by 5% on STAAR
- Indicator 3:** TELPAS scores will increase by 3%

Specific Action 1 Details		Reviews			
Specific Action 1: Parents of our bilingual students will be more engaged in our instructional activities to better support their children at home		Formative			Summative
		Feb	Mar	Apr	June
					
School Leaders' Actions When planning activities, school administration will ensure that translators are present at instructional events and parent-teacher conferences. We'll also ensure day-time meetings have a corresponding afternoon/evening session or the information is made available for parents who could not attend. Lastly, school administration will offer a virtual option for events or parent-teacher conferences for parents who cannot attend in person. One of our Assistant Principals, Gina Garcia, will hold meetings with parents and teachers to discuss Summit K-12. Offering parents an instructional tool at home, will allow them to assist their children. Survey our bilingual parents to find out the best days and times for meetings to boost attendance.					
Staff Actions Our Wrap-around specialist, Evelyn Olivares, will facilitate ESL classes for bilingual parents through Houston Public Library. This will help to break down the language barrier. Our Title 1 Coordinator and FACE Coordinator, Heather Grosso, will host parent education meetings focused on parent-teacher conferences from a parent perspective. This meeting will be offered in the morning face-to-face and in the evening virtually with translators available. Classroom teachers will complete Personalized Learning Plans (PLP) for all Emergent Bilingual students in Summit K-12. The PLP personalizes students' online learning plan to make the practice on Summit K-12 meaningful.					
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

State Compensatory

Budget for 215 Parker Elementary School

Total SCE Funds: \$171,639.00

Total FTEs Funded by SCE: 4.3

Brief Description of SCE Services and/or Programs

Supplemental salary funding for core teachers- Due to budget constraints in other funding areas, while addressing enrollment, core teachers are split funded to ensure staffing is appropriate with campus need. Intervention Supports- Hourly interventionists and teaching assistants are funded to support our tier III and at-risk students with additional targeted small group instruction.

Personnel for 215 Parker Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dayana Marengo	Tchr, Fourth Grade	0.4
Leonard Campbell	Lecturer, Hrly- Degreed	0.25
Margie Johnson	Lecturer, Hrly- Degreed	1
Marth Orozco	Teaching Assistant-10M	1
Pamela Mitchell	Lecturer, Hrly- Degreed	1
Raven Hatton	Tchr, Fourth Grade	0.65

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Heather Grosso	Intervention Teacher	Reading	

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Bryan Berry	Assistant Principal
Administrator	Chavis Mitchell	Principal
Classroom Teacher	Allison Sendejas	4th Grade Teacher
Classroom Teacher	Dixia Castillo	Kindergarten Teacher
Classroom Teacher	Laura Mejia	PreK Bilingual Teacher
Classroom Teacher	Leslie Hokanson	Librarian
Classroom Teacher	Oliveth Jimenez	1st Grade Bilingual Teacher
Classroom Teacher	Catherine Quinn	3rd Grade Teacher
Classroom Teacher	Carla Bennett	5th Grade Teacher
Parent	Daniel McCormick	PTO
Parent	Angy Lopez	PTO
Parent	Eileen Hariel	PTO