

Houston Independent School District
149 Emerson Elementary School
2023-2024 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
School Culture and Climate	4
Staff Quality, Recruitment, and Retention	5
Parent and Community Engagement	6
Priority Problems of Practice	7
Key Actions	8
Key Action 1: Develop staff capacity to deliver high quality instruction.	8
Key Action 2: Increase the level of student purposeful engagement through the use of multiple response strategies.	9
Key Action 3: Be in the work with the teachers in the classrooms daily to provide support and coaching to improve the quality of instruction.	10
Key Action 4: Increase opportunities for parents to receive translation services during school events.	11
Key Action 5: Grow teacher capacity to provide high quality instruction using Amplify, Eureka, and PhD Science to teach on grade level in reading,science, and math with fidelity in grade K-5.	12
Key Action 6: Increase instruction that includes opportunity for student to improve fluency with technology and digital assessments.	14

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Based on our preliminary data from TEA, Emerson Elementary increased performance in Domain 3, closing the gaps, by 6 points. However, Domain 1 continues to be a challenge, showing no change in the previous two years. 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. In order to improve student outcomes, Emerson 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.

Student Achievement Strengths

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

In 2022-2023, Emerson Elementary is anticipated to increase by over 5 points in closing the gaps.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: High number of EB, refugee and asylee students requires staff to focus on language development before academic development. **Root Cause:** For the current school year (2023-2024), 942 students enrolled at Emerson: 65% of students are EBs, one-third of these students are from South East Asia and received little to no schooling before arriving in the United States. About 98% of our students are economically disadvantaged.

School Culture and Climate

School Culture and Climate Summary

Emerson Elementary School serves a population of approximately 1,000 students as of the date of this document. The student body consists of approximately 58% Hispanic students, 14% African American Students, 13% White students, 13% Asian students, and 2% Pacific Islander/ two or more races. For the current school year the number of students enrolled is slightly above the number projected.

Emerson's mission is to "provide a learning environment where ALL students reach mastery in each subject area and develop a strong character as a global graduate in a safe and positive learning environment." Our school motto is " Be kind, work hard, and be someone". The staff at this school is fully functioning as collaborative teams of professionals in planning, instructing and supporting students as well as each other. Overall, the teaching staff is highly receptive to feedback, and is working hard to implement new district initiatives and curriculum with fidelity. We value openness, honest and clear expectations for everybody and accountability as the backbone of every decision we make. To improve attendance for the 23-24 school year the attendance committee will meet every three weeks to gather and analyze student attendance data. Students will be flagged if they have missed more than seven absences for the school year. Parents will be contacted via email and phone when their student(s) violates the 90/10 law. Parents will be provided with student attendance makeup contracts. Once the attendance committee signs and approves student makeup contracts, parents will be notified of the days and times students and parents can make up their missing seat time.

School Culture and Climate Strengths

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

Our campus strength is enrolling and developing Emergent Bilinguals and a cohort of first and second generation immigrants who rarely stay at our campus for more than three years after they have reached grade level and English proficiency.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Maintaining high teacher capacity and motivation due to teachers having to focus on language and academic development at the same time. **Root Cause:** Teachers rarely start and end the school year with the same cohort of students due to the high mobility rate at our campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Based on the 2022 TEA School Report Card, 70% of staff have less than five years of teaching experience. For the 23-24 school year there are four Pre-k teachers, six teachers in kindergarten, third, fourth, and fifth. Seven teachers in first and second grades; six teacher assigned to enrichment such as library, science, math, technology, and PE; one dyslexia interventionists, one hourly interventionist, two special education teachers, one full time nurse, one after school specialist, one technology specialist, seven teaching assistants, two hourly lecturers, three clerks, one school business manager, one registrar, four assistant principals, and one principal. We are fully staffed. Our staffing and recruiting efforts are ongoing. We try to hire within our community, based on our community's needs. We strive to grow our leaders and promote from inside. We have a tiered professional development and support system that includes local coaching and feedback but also partners with outside consultants to address individual teacher needs.

Staff Quality, Recruitment, and Retention Strengths

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

We hire certified and qualified teachers that mirror the mission and value of our campus as well as our student population. We have a tiered professional development and support system that includes consistent coaching and feedback.

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

Problem of Practice 1: Every year, our campus has around 30% of new staff. **Root Cause:** Not every teacher hired develops the capacity to stay working and making a difference in a Title 1 school.

Parent and Community Engagement

Parent and Community Engagement Summary

Emerson Elementary is a constantly changing and active school community with strong partnerships between teachers, students, families and community members. PTO is relatively new but it's already engaged in supporting teachers and student learning such as Literacy Night, Math night, Winter Carnival and many more. During the 2022-2023 school year, Emerson received the highest distinction-- Diamond-- through the Family and Community Engagement department. For the 2023-2024 school year, we have partnered with Grace Presbyterian church to provide weekly mentorship to students with highest SEL needs. We have also partnered with Sasol NA through Big Brothers and Big Sisters organization to provide students in grades 2-5 additional mentoring. Emerson Teachers conduct Academic Parent Teacher Teams, APTT, three times a year by bringing parents to learn more about specific academic areas, classroom instruction and strategies parents can use to help their children at home and connect to tier academics.

Parent and Community Engagement Strengths

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

Parents actively attend events that are related to students' academic success.
Business partners have consistently been supporting Emerson over the years.

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 have the time or translation services available. **Root Cause:** Only a few of the school staff members speak languages that are many of our parents use to communicate such as Pashto and Dhari.

Priority Problems of Practice

Key Actions

Key Action 1: Develop staff capacity to deliver high quality instruction.

Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

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

Indicator 1: * 60% of students will earn their growth measure points in reading and math as evidenced by the NWEA Map tests at the MOY in January 2024. This number will increase to 80% by the EOY.

Indicator 2: * 85% of Pre-K students will show one grade-level worth of growth from BOY to EOY CIRCLE data.

Specific Action 1 Details	Reviews			
Specific Action 1: Develop staff capacity to deliver high quality instruction. School Leaders' Actions * Establish a system that tracks the implementation and modifications of SPED supports during core instruction. School leaders will review how often and when supports are being implemented and provide feedback and coaching to the teachers. * Provide in the moment coaching and monthly observation and feedback using the TTESS walkthrough documents. * Every six weeks, leadership team will facilitate data meetings to monitor student progress toward meeting growth goals on the MAP assessment. Staff Actions * 100% of teachers that teach Math will participate in the HISD CRIMSI Eureka course to increase knowledge and implementation of high quality instruction materials to impact student math achievement. * 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.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 2: Increase the level of student purposeful engagement through the use of multiple response strategies.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase the level of student purposeful engagement through the use of multiple response strategies.

Indicator 1: * Out of 100 walkthroughs conducted by October, by the leadership team, 75% of the teachers will receive at least developing or higher on the use of multiple response strategies. This percent will increase to 80% in March 2024.

Indicator 2: * Out of 100 walkthroughs conducted by October by the leadership team, 80% of the teachers will engage the students in purposeful and objective aligned lessons in reading, writing, or doing math the entire lesson. This percentage will increase to 100% by April 2024.

Indicator 3: * By October 2023, 70% of teachers will utilize at least 4 different MRS per lesson as demonstrated in their lesson internalization plans and daily lesson execution. By February 2024 this will increase to 80% then to 95% by May 2024.

Specific Action 1 Details		Reviews			
Specific Action 1: Increase the level of student purposeful engagement through the use of multiple response strategies. School Leaders' Actions * Train all building administrators and all teachers on how to conduct multiple response strategies with the highest leverage by October 20th. * Conduct calibration walks with building administrators monthly to make sure that all members are aligned with the behaviors and expectations described on the walkthrough form for student engagement. * Provide on the spot coaching on effective multiple response strategies and written feedback to every teacher at least once a month. * Conduct effective weekly PLCs that focus on high leverage instructional practices (MRS), content planning and student performance on the demonstration of learning. * Preview teacher annotations and provide feedback on notated MR strategies weekly. Staff Actions * Provide targeted coaching, professional development, and follow up on the implementation of the highest leverage MR strategies, monthly, based on walkthrough expectation data for teachers lacking purposeful engagement or low implementation of MR strategies. * Attend PLCs and rehearse MR strategies and follow up with implementation during instruction daily. * Teachers will attend the district and campus professional development training on MR Strategies * On weekly lesson plans/internalizations, annotate at least two different MR strategies per day. MRS should be utilized every 4 minutes depending on age/grade level.		Formative			Summative
		Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>					

Key Action 3: Be in the work with the teachers in the classrooms daily to provide support and coaching to improve the quality of instruction.

Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Be in the work with the teachers in the classrooms daily to provide support and coaching to improve the quality of instruction.

Indicator 1: * By September 2023, 70% of teachers will be able to internalize and implement high quality, aligned lesson plans. By February 2024, 85% of teachers will be able to internalize and implement high quality, aligned lesson plans, and by April 2024, 95% of the teachers will be able to internalize and implement high quality, aligned lesson plans.

Indicator 2: * 80% of our teachers will remain with us for the next school year

Specific Action 1 Details	Reviews			
Specific Action 1: Be in the work with the teachers in the classrooms daily to provide support and coaching to improve the quality of instruction. School Leaders' Actions * 100% of new teachers will receive support and/or coaching weekly with their mentor, grade-level team, or appraiser. * The leadership team will train teachers during in-service professional development days on high leverage student engagement practices including MRS. * The leadership team will facilitate weekly PLCs with teachers that focus on internalizing the curriculum and imbedding MRS into the lessons. Staff Actions * Teachers will participate in professional development aligned to high leverage student engagement practices, including MR Strategies. * Teachers will collaborate with grade-level team and school leaders in PLCs to implement the new curriculum by participating in modeling lessons and providing feedback.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 4: Increase opportunities for parents to receive translation services during school events.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Increase opportunities for parents to receive translation services during school events.

- Indicator 1:** * By May 2024, the number of parents attending campus wide events will increase by 10%.
- Indicator 2:** * By May 2024, Emerson will meet 100% requirements to be designated a Diamond school by HISD's Family and Community Engagement department.

Specific Action 1 Details	Reviews			
Specific Action 1: Increase opportunities for parents to receive translation services during school events. School Leaders' Actions * Reach out to community organizations who can help provide translation services free of charge. * Train teachers on how to hold effective multi-lingual parent conferences. * Provide all families with regular updates on their child's progress on district and state assessments at BOY, MOY, and EOY. Staff Actions * Plan and implement inclusive APTT meetings.. * Identify specific students who can assist them translate for their parents for languages such as Dhari and Pashto.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

Key Action 5: Grow teacher capacity to provide high quality instruction using Amplify, Eureka, and PhD Science to teach on grade level in reading, science, and math with fidelity in grade K-5.

Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Grow teacher capacity to provide high quality instruction using Amplify, Eureka, and PhD Science to teach on grade level in reading, science, and math with fidelity in grade K-5.

Indicator 1: * At least 80% of K through 2nd grade students in the Science of Reading program will perform at/above benchmark on the DIBELS assessment on the five components of literacy by 1 July 2024.

Indicator 2: * At least 70% of 3rd through 5th grade students in the Science of Reading program will perform at/above benchmark on the NWEA assessment. Then by EOY they will be at 80% at/above benchmark on NWEA.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Grow teacher capacity to provide high quality instruction using Amplify, Eureka, and PhD Science to teach on grade level in reading, science, and math with fidelity in grade K-5.</p> <p>School Leaders' Actions</p> <p>* Ensure that 100% of teachers in grade K-5 receive initial and ongoing training on implementation of Eureka, PhD, and Amplify with fidelity by training them during preservice and completing individualized planning support weekly. * During preservice, the leadership team will lead PD on the implementation of HQIM (Amplify and Eureka) and establish a master and grade level schedules that reflect the ample minutes for each portion. They will follow up with Planning and deliver periodic professional development for all teachers on the implementation of high quality instructional materials (Eureka, Amplify, PHD Science) at the end of every six week cycle. * Train teachers and campus based support team on the TTESS Walkthrough form and expectations for high quality instruction. Leaders will Provide on the spot coaching daily using Spot Observation Form, and submit written feedback at least once a week to all teachers using the spot observation document. * Conduct structured weekly PLCs that focus on student data and the effective implementation of high quality instructional curriculum with fidelity (Eureka, Amplify, PHD Science). * Implement a master schedule that incorporates ample instructional minutes for Eureka, PhD, and Amplify to allow for first strong instruction, assessment, and immediate intervention by the classroom teacher.</p> <p>Staff Actions</p> <p>* Teachers in K-5 will implement the science of teaching reading and will deliver high quality instructional lessons using the materials and curriculum (Eureka, Amplify, PHD Science) with fidelity daily. * Use demonstration of learning data to address students' instructional needs immediately or the following day in alignment with the standards and curriculum for the week/day. * Implement feedback given during spot observations immediately using Spot observation form. * Engage in weekly PLCs and coaching conversations to improve campus instructional practices</p>	Formative			Summative
	Feb	Mar	Apr	June

0%

No Progress

100%

Accomplished



Continue/Modify



Discontinue

Key Action 6: Increase instruction that includes opportunity for student to improve fluency with technology and digital assessments.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase instruction that includes opportunity for student to improve fluency with technology and digital assessments.

Indicator 1: * 85% of students will meet or exceed their MAP growth goals on Reading, Math, science by May 2024

Indicator 2: * 85% of 4th and 5th grade students will improve their extended constructed response score by 2 points on STAAR Reading.

Specific Action 1 Details	Reviews			
Specific Action 1: Increase instruction that includes opportunity for student to improve fluency with technology and digital assessments. School Leaders' Actions * School leaders will ensure the master schedule reflects time for students to practice using technology through various academic support software programs such as: Zearn, reading A-Z and learning.com. * The leadership team will run weekly reports to measure usage across all platforms and ensure students have time to practice technology skills in enrichment. * School leaders will create assessments on TFAR and OnTrack platform so students have opportunities to practice utilizing the technology tools on regular campus assessments. Staff Actions * Teachers will implement Zearn and Amira in their instructional blocks, with fidelity. * Teachers will embed opportunities for students to type their written responses during instruction * Teachers will administer assessments through the OnTrackTFAR platform.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				