**Houston Independent School District 110 Blackshear Elementary School 2023-2024 Improvement Plan**

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# Comprehensive Needs Assessment

## Student Achievement

#### Student Achievement Summary

Blackshear ES is now a NES Aligned campus for the school year 2023-2024 and is a part of the South Division in the Houston Independent School District. Teachers use high quality instructional materials provided by the district. The curriculum map is aligned to the TEKS. Informative assessments are conducted throughout the lesson delivery every four to five minutes through Multiple Response Strategies. Demonstration of Learning assessments are administered to the students at the end of every lesson to capture their progress towards mastery of the objective taught. Data is used to drive instruction. Specifically, the following data was captured in the needs assessment:



#### Student Achievement Strengths

Blackshear has seen consistent growth in our academic performance prior to the pandemic. During the pandemic, Blackshear's Reading and Science data showed higher scholar performance than math and writing. For the 2021-2022, Blackshear made tremendous gain in Domain 2. Blackshear's instructional team will continue to focus on meeting the needs of all scholars. We will continue to strengthen teacher instructional capacity related to closing achievement gaps created during the pandemic.

Additional strengths include the fact that our consistent scholars know our school wide strategies for reading, math, writing and science, which makes their transition from one grade to the next easier. Our scholars also have pride in their school and Third Ward community. They understand that their academic and behavioral performance is a reflection of Blackshear and Third Ward.

#### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** The scholars at our school are absent frequently, which has a negative impact on their academic success. The average daily attendance rate for 2021-2022 was 95.5%. Since the inception of the pandemic our average daily attendance rate has been below 90%. **Root Cause:** Prior to the pandemic many of our families faced challenges associated with being economically disadvantaged, which led to school attendance not being a priority. The pandemic exasperated this situation. Also, some teachers had stronger relationships with parents than others which led to higher attendance rates in some classes.

**Problem of Practice 2:** Blackshear scholars need stability in their learning environment to build strong relationships that are needed to ensure academic success. Blackshear has a scholar mobility rate of 30%. **Root Cause:** 97% of our scholars are economically disadvantaged. They face many challenges at home on a daily basis. Our parents move when they are faced with specific challenges or when better housing is made available to them. We provide multiple layers of support to assist them in being stable. Teachers must continue to build stronger relationships with parents that motivate them to remain at Blackshear.

## School Culture and Climate

#### School Culture and Climate Summary

In collaboration with the Instructional Leadership team, staff and school community Blackshear will review and tweak, where needed, our school-wide systems, routines, and procedures for strengthening scholar and staff culture. Blackshear conducts a daily shout-out system for scholars, teachers, and staff members to celebrate each other. Names are submitted daily to the Principal who executes the shout outs at the end of each day during afternoon announcements. Blackshear has implemented a Scholar, Teacher, and Support Staff Member of the week incentive program to ensure we celebrate those that are exhibiting exemplary behavior and academic performance. Incentives for scholars, teachers and staff will also be given monthly by the Principal and classroom teachers. Upper grade scholars are also able to join the Masters and Meets academic club for showing exemplary performance in academics and behavior. These scholars are given Master hoodies, Meets shirts and are recognized in front of their peers for their performance. Scholars also receive shirts for increasing reading levels, honor roll, attendance, and school spirit. These programs will be consistently monitored and executed with fidelity.

The Blackshear Staff and Community believes in the following values: Integrity

Mutual Respect Teamwork Commitment Determination Courage

Academic Excellence

The majority of our scholar, parents, and staff believe Blackshear is a good school that is family friendly. The Instructional Leadership team will continue to create/implement/ execute/monitor effective school-wide systems, routines, and procedures to strengthen scholar and staff culture/climate of the school community.

#### School Culture and Climate Strengths

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

Our parents appreciate their ability to contact the principal, leadership, and teachers with ease.

Our teachers and staff feel that Blackshear provides all of their needs and has a true family culture. Our parents and community believe Blackshear is a family friendly school.

Our parents believe Blackshear is a good academic environment.

We have multiple community partnerships that support our school with volunteer hours, resources, and finances.

#### Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** Blackshear is a transformational campus that is overcoming a bad reputation of being a troubled campus with significant discipline challenges which leads parents to seek other options for their child's education. **Root Cause:** Blackshear was a long term Improvement Required Campus in danger of being closed, with multiple discipline infractions that parents and community members have not forgotten. The campus has not been a troubled campus for multiple years and we continue to work toward changing these perceptions.

## Staff Quality, Recruitment, and Retention

#### Staff Quality, Recruitment, and Retention Summary

Blackshear has recruited and retained highly effective content specialists and teachers with multiple years of experience. All Instructional Leaders will continue providing job embedded professional development to all teachers. Blackshear will continue to build teachers’ instructional capacity weekly during our Professional Learning Communities (PLC’s), utilizing a consistent instructional coaching model, which will allow teachers to analyze scholar work samples, create data driven instructional/intervention/enrichment plans, practice executing upcoming lessons, and observe classroom instruction recordings and provide feedback and support to their colleagues. Teachers will attend virtual and face-to-face professional development and planning sessions to continue to build content and instructional knowledge.

#### Staff Quality, Recruitment, and Retention Strengths

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

For the 2021-2022 school year, Blackshear Instructional Leaders had a laser focus on implementing and executing a highly effective comprehensive coaching cycle with teachers. Instructional Leaders participated in Region IV’s professional development sessions on instructional leadership and coaching and collaborated with successful transformational campuses that have maintained their Met Standard rating for multiple years with continuous growth. Blackshear also collaborated with "A" rated campuses with similar demographics to support our campus on the road to an "A" accountability rating.

Blackshear has had consistent leadership for seven years. This consistency provided stability for teachers, staff, scholars and parents by creating a Blackshear Way. This consistency also assisted with building trusting relationships with our families and Third Ward community. The support of the community has led to Blackshear having more than 25 partnerships that ensure all barriers are removed for our scholars to be successful.

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

**Problem of Practice 1:** Blackshear replaced eight Educators for the 2022-2023 school year. Blackshear is also under new leadership, our Educators must be consistent to understand the Blackshear Way of ensuring academic success for our scholars. Consistency also supports scholars in building trusting relationships with Educators which has a strong positive effect on scholars academic success. **Root Cause:** Educators are seeking higher paying positions and life circumstances lead to changes. In Summer 2022, there was a change of leadership, an educator was promoted to higher paying position, two teachers had certification challenges, one teacher retired, and four educators moved by choice.

## Parent and Community Engagement

#### Parent and Community Engagement Summary

The Blackshear Staff and Community believes in the following values: Integrity

Mutual Respect Teamwork Commitment Determination Courage

Academic Excellence

The majority of our scholar, parents, and staff believe Blackshear is a good school that is family friendly.

Blackshear has hired a highly effective Wrap-Around Specialist with multiple years’ experience in supporting families. The Leadership team, Wrap-Around Specialist, and Counselor reach out to families to provide support daily. Blackshear continues to enlist the support of community members to support families through the Blackshear Buddy program.

Community members are connected to specific families to check-in on them at least twice a month. Virtually teachers conduct office hours daily to connect with parents concerning their scholar’s performance. Blackshear has an established parent room which will continue to offer parents a place to get needed support and assist our school community.

Blackshear will hold monthly virtual meetings to discuss how parents can support their scholars at home, let their voices be heard and to identify ways that they can partner with our campus. Family Literacy and STEM nights will be held each semester. Programs such as Read Houston Read and Real Men Read will continue to strengthen our community engagement. Our partnerships with University of Houston, Rice University, Texas Southern University and community volunteers will allow scholars to have mentors and reading buddies throughout the entire school year. With a priority focus on developing campus instructional leaders with clear roles and responsibilities, recruiting and retaining highly effective teachers, and ensuring teachers are creating and executing objective-driven daily lesson plans which include formative assessments, Blackshear will continue to transform into an “A” campus.

#### Parent and Community Engagement Strengths

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

Increase opportunities for parents to interact with the school environment every 6 weeks were realized as evidenced in Parent Contact Logs and Class Dojo Data. Additionally, 100% of teachers had a documented positive connection with all of their parents each 6 weeks of the school year. Health-related events (i.e., Diabetes Screening, Vision and Hearing Screening, Immunizations, etc.) were sponsored with at least 95% participation in every event.

#### Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** Blackshear is a transformational campus that Is overcoming a bad reputation of being a troubled campus with significant discipline challenges which leads parents to seek other options for their child's education. **Root Cause:** Blackshear was a long term Improvement Required Campus in danger of being closed, with multiple discipline infractions that parents and community members have not forgotten. The campus has not been a troubled campus for multiple years and we continue to work toward changing these perceptions.

# 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

Performance Objectives with summative review (prior year)

#### Accountability Data

Texas Academic Performance Report (TAPR) data Student Achievement Domain

Comprehensive, Targeted, and/or Additional Targeted Support Identification data Accountability Distinction Designations

Federal Report Card and accountability data

#### Student Data: Assessments

State and federally required assessment information

STAAR current and longitudinal results, including all versions STAAR released test questions

Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results Student failure and/or retention rates

Local benchmark or common assessments 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

At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data 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

#### Employee Data

Professional learning communities (PLC) data Teacher/Student Ratio

Campus leadership data T-TESS data

# Key Actions

### **Key Action 1:** Increase Reading performance to ensure scholars are reading at or above grade level through the LSAE model.

**Indicator of Success 1:** 75% of the scholars will have 5% to 10% growth between their BOY, MOY, EOY on the mClass, Dibbles, Circle and NWEA Map Assessments to have at least 15% growth by EOY.

**Key Action 1:** Increase Reading performance to ensure scholars are reading at or above grade level through the LSAE model.

**Indicator of Success 2:** The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 62% to 72% by the end of the 2024 school year.

### **Key Action 2:** Increase Educator capacity to deliver high-quality, on grade level, first-time instruction.

**Indicator of Success 1:** 85% of the Educators will be proficient or higher in the delivery of instruction as measured Educator Evaluation Tool.

### **Key Action 3:** Increase Math performance to ensure scholars are performing at or above grade level through the LSAE model.

**Indicator of Success 1:** 75% of K-5

th grade scholars will demonstrate 15% growth as measures by the Math

Assessment from August 2023 to May 2024 on the mClass, Dibbles, Circle and NWEA Map Assessments to have at least 15% growth by EOY.

**Key Action 3:** Increase Math performance to ensure scholars are performing at or above grade level through the LSAE model.

**Indicator of Success 2:** By May of 2024 85% of scholars in grades K-2 will be proficient in Math Fluency Sprints.

### **Key Action 4:** Increase progress monitoring and achievement of Special Ed students

**Indicator of Success 1:** The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 20% to 30% by the end of the 2024 school year.

### **Key Action 5:** The percentage of 3rd-5th grade African American students performing at or above grade level as compared to the percentage of Hispanic 3rd-5th grade students will narrow by 5% to close the performance gap.