

Houston Independent School District
265 Petersen Elementary School
2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

High-quality instructional materials are implemented in the classroom daily to increase student achievement. We are in our first year of Amplify implementation for Reading and Language Arts instruction and our second year of Eureka implementation for Mathematics. The effective classroom routines and instructional strategies used are multiple response strategies, high quality Tier 1 instruction, total physical response, daily demonstrations of learning, integrating writing across the curriculum, targeted digital learning platforms and targeted small group instruction. Data from demonstrations of learning, unit assessments, NWEA MAP assessments, and other data sources are used to make adjustments to daily lessons, inform targeted interventions and small group instruction, as well as progress monitoring.

Student Achievement Strengths

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

1. Fifth Grade Math - Students reaching Approaches on STAAR was 85% which is 6 percentage points higher than the state of Texas average, which was 79%.

Fifth grade math has shown a steady increase over a three-year period.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Teachers are not allowing students the time to process and think at higher levels to engage in a rigorous lesson. **Root Cause:** Teachers are doing most of the talking during the lesson. Teachers need more training on how the cognitive load should be lifted by the scholars.

Problem of Practice 2: Teachers are not asking higher order thinking questions during the lesson. **Root Cause:** Teachers are not preparing questions prior to the lesson to engage the students in higher level thinking and discussion.

School Culture and Climate

School Culture and Climate Summary

Based on the Possip survey results the Petersen families have a positive feeling regarding the school climate. Although the attendance rate for the 2022-2023 school year was 93.5% the absence reasons were not due to negative feelings about the campus. Our discipline rate has remained low over the years with only 6 incidents during the 2022-2023 school year. The staff and students demonstrate respect and all students have a sense of belonging and know which adults to seek out for assistance. Students understand that they have access to the school counselor and wraparound specialist for personal or social and emotional needs and they know they have the teachers and administrators who can provide academic support.

Based on the Possip survey results and through conversations and formal meetings with parents most parents feel safe with the school however they do not feel that the building is 100% safe as Petersen is not an enclosed campus. In comparison the data from the Possip survey and student surveys indicate that classroom management and organization is viewed in a positive light.

School Culture and Climate Strengths

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

Based on the data the strengths are that the majority of the parents are happy with the school (Possip chart attached) The data declined slightly from the beginning of the year to the end of the year as parents were concerned about the safety of the students due to issues in the neighborhood and Petersen being an outdoor campus.

Responses to the question:

"Hi from PETERSEN ES! This is your last POSSIP Pulse Check of the school year. Are you happy with PETERSEN ES at this time? Please reply: YES, MOSTLY, or NO to get a new question! (Reply STOP to unsubscribe)"



Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Not all parents feel the school is a safe environment for their children. **Root Cause:** The campus is not an enclosed space and the school can be easily accessed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As we reviewed achievement data, we noticed that our data declined from the previous year although there were only two staff changes in 3rd through 5th grade from the 2021-2022 school year to the 2022-2023 school year. Therefore, we believe that although the teachers were able to achieve high academic growth during the 2021-2022 school year in Domain II some of the same teachers did not teach to the rigor of the standards to achieve high academic achievement in Domain I in the 2022-2023 school year.

Current daily staff attendance rates vary from 100% to as low as 85%. Our retention rate from the 2022-2023 school year to the 2023-2024 school year was 86%. In order to recruit highly effective staff, we attend district facilitated job fairs, post information on different recruiting sites and implement a hiring process that includes panel interviews and lesson modeling.

To select targeted professional development for staff members we reviewed the summative data as well as the beginning of year classroom walkthrough data. Professional development is provided by the campus leadership team as well as specific professional development is selected from district professional development offerings based on staff needs.

This school year our staff have attended a variety of district professional development, including Curriculum PD such as Amplify and Eureka, Quality Instruction, HISD Instructional Characteristics, Annotations and Short Constructed Responses, Special Education for General Education, Science of Reading and Lesson Internalization. Implementation of learned strategies are monitored through daily informal walkthroughs to observe classroom instruction and by reviewing lesson plans. Teachers receive on the spot coaching and feedback, positive notes, feedback and reminders through email, support during PLC, and one on one conversations,

To provide capacity and support for our teachers we have designated planning times throughout the week if teachers need additional assistance with preparing for upcoming lessons. We provide on the spot coaching which is effective for immediate feedback, and it allows for real-time adjustments. We also facilitate weekly professional learning communities to provide time for teachers to share learning and best practices.

Staff Quality, Recruitment, and Retention Strengths

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

1. Recruitment - For the past three years we have started the school year 100% staffed.
2. Retention - Although we do not have 100% retention rate, the teachers who do not return typically leave for reasons such as a promotion or relocating.
3. Professional Development Practices - Teachers are able to demonstrate understanding of practices learned during professional development and the leadership team has the capacity to provide feedback and coaching to ensure effective high-quality instruction.

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

Problem of Practice 1: We will implement instructional systems to provide immediate support lesson internalization to help strengthen Tier 1 instruction of our teachers who data trackers show limited progress. **Root Cause:** The new resources piloted last year that was used by teachers; therefore, leaders had to build teachers capacity.

Parent and Community Engagement

Parent and Community Engagement Summary

At the beginning of the school year we have Open House and the focus for Open House is to share academic expectations, curriculum updates and campus, state and district assessment information with the families. During the school year we host after school events that are connected to literacy and math, and we also have a literacy day where parents and community members visit the campus to read to students during lunch time. We also partner with the Children's Museum to take parents and their children to the museum for a night of fun learning.

The trends and patterns show that over the years parents are most engaged in activities when their student is performing or speaking in a program type of setting. We do not have as many parents attend events if we only advertise it as a literacy or math night.

Time is indeed a common barrier to parental involvement. Many parents lead busy lives, juggling work, household responsibilities, and other commitments. Finding ways to make involvement opportunities more flexible or incorporating activities that can be done at the parents' convenience might help overcome this barrier.

Currently Petersen ES offers Wraparound Services, a comprehensive approach to students and their families to provide the necessary resources based on need. By addressing not only academic needs but also physical, mental, cognitive, and social-emotional aspects, it creates a comprehensive support system. The involvement of Wraparound Resource Specialist and collaboration with community partners enhance the reach and effectiveness of these services. Staff as well as parents have access to request services for a family.

Parent and Community Engagement Strengths

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

We have created a Parent Teacher Organization and they have met all of the necessary requirements to be a fully functioning PTO for Petersen Elementary School.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: We will increase parent and community involvement through social media, recruitment, and relevant parent engagement opportunities. **Root Cause:** Lack of PTO presence.

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)
- 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

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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
- 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
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Key Actions

Key Action 1: Monitor teacher instruction using the HISD Spot Observation Form to increase teacher effectiveness which will lead to increased student achievement and close achievement gaps.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Teacher Effectiveness and Student Achievement

Indicator 1: By October 2023 80% of teachers will average 2.5 (4 out of 7 indicators) on Purposeful Instruction. By January 2024 88% of teachers will average 3 (5 out of 7 indicators) on Purposeful Instruction and by April 2024 92% of teachers will average 3.5 (6 out of 7 indicators) on Purposeful Instruction.

By October 2023 80% of teachers will average 1.5 (2 out of 5 indicators) on Engagement. By January 2024 88% of teachers will average 2.5 (3 out of 5 indicators) on Engagement and by April 2024 92% of teachers will average 3.5 (4 out of 5 indicators) on Engagement.

Indicator 2: By the end of the 2023-2024 school year, the average percentage of all students in grades 3,4, and 5 on the STAAR Reading will increase from 68% to 75% Approaches, 25% to 30% Meets and 5% to 10% Masters.

Indicator 3: By the end of the 2023-2024 school year, the average percentage of students in grades 3,4, and 5 on the STAAR Mathematics will increase from 74% to 80% Approaches, 24% to 30% Meets, and 8% to 12% Masters.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Instructional Observations and High Quality Instructions</p> <p>School Leaders' Actions</p> <p>Create a spot observation tracker that will include date, observer and coaching notes to ensure every teacher receives a spot observation with feedback each month Provide immediate on the spot feedback Provide planning time and instructional practice time to complete internalization of lessons The leadership team will review and provide feedback weekly on lesson plans that focus on alignment, instructional activities, student engagement and the exit ticket (DOL).</p> <p>Staff Actions</p> <p>Teachers will implement instructional strategies, including feedback from coaching, best practices and MRS. Teachers will make adjustments to instructional strategies based on feedback for the spot observation form and coaching from the leadership team. The leadership team will revisit the class within two days to observe adjustments. Teachers will use student data and leadership feedback to make adjustments to upcoming lessons to ensure lessons are high-quality and rigorous.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Key Action 2: Increase student discourse and student engagement while incorporating the use of Multiple Response Strategies (MRS)

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Student Engagement

Indicator 1: By October 2023 80% of teachers will average 1.5 (2 out of 5 indicators) on Engagement. By January 2024 88% of teachers will average 2.5 (3 out of 5 indicators) on Engagement and by April 2024 92% of teachers will average 3.5 (4 out of 5 indicators) on Engagement.

Indicator 2: By October 2023, during the internalization process 80% (20 out of 25) of teachers will identify and label MRS while internalizing the lesson and implement the strategies during the lesson.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Progress Monitoring</p> <p>School Leaders' Actions</p> <p>The leadership team will attend MRS training and model MRS during leadership facilitated planning meetings, trainings, PLC etc. The leadership team will ensure that teachers are trained on MRS Provide on the spot coaching to help identify missed opportunities for MRS Provide teachers with time to plan and practice MRS</p> <p>Staff Actions</p> <p>Teachers will submit internalized Eureka and Amplify lessons plans which will include the identified areas within the lesson when the students will engage in Multiple Response Strategies (MRS) Teachers will utilize feedback and coaching to ensure students are engaged and using MRS effectively. Teachers will incorporate the use of timers to assist with lesson pacing and implementing Multiple Response Strategies.</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Key Action 3: Create and implement a campus wide writing plan to increase student writing performance in all grades.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Writing Accross All Content

Indicator 1: 85% of 3rd, 4th, and 5th grade students will score at least a 6 out of 10 on the extended constructed response on the Spring 2024 RLA STAAR.

Indicator 2: Using the STAAR Redesign Spring 2023 RLA Extended Constructed Response Rubric, 85% of 2nd through 5th grade students will score a 4 out of 5 on their classroom extended written responses by March 2024.

Indicator 3: By the end of the 2023-2024 school year 80% of 3rd, 4th and 5th grade students who take TELPAS will grow one proficiency level on writing.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Progress Monitoring</p> <p>School Leaders' Actions</p> <p>Using the STAAR Redesign Spring 2023 RLA Extended Constructed Response Rubric the leadership team will spot check a sample of student responses to ensure calibration across the campus. The leadership team in partnership with the teachers will create exemplar extended constructed responses for each grade level. The leadership team will monitor OnTrack data to identify areas of concern and individual student growth.</p> <p>Staff Actions</p> <p>Teachers will create and model exemplar extended constructed responses for students Teachers will implement coaching and feedback provided by leadership team. 2nd through 5th grade students will use a digital resource (OnTrack) to write an extended constructed response biweekly and will respond to a short constructed response questions weekly. Teachers will monitor individual student progress based on the rubric</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review cells are empty			
<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 4: Increase the number of parents actively participating in the PTO to further promote effective parent engagement, community support and increase student attendance

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Parental Engagement

Indicator 1: Increase the number of PTO parents who participate in the PTO activities by 50% by May 2024.

Indicator 2: Facilitate two parent engagement sessions focused on student expectations, student achievement, student attendance and parent engagement opportunities. September meeting parent goal - 80 parents, 25% of enrolled population. January meeting, 120 parents, 35% of enrolled population.

Indicator 3: By June 2023 the average daily attendance rate for the school year will increase from 93% to 96%

Specific Action 1 Details	Reviews			
<p>Specific Action 1: The leadership team will assist current PTO members with marketing strategies to increase parent sign-up.</p> <p>The leadership team will review attendance reports and schedule parent meetings for families who have more than 5 absences in a grading period.</p> <p>Form a committee of staff members, parents and community members to plan and implement the parent engagement sessions.</p> <p>School Leaders' Actions</p> <p>The leadership team will assist current PTO members with marketing strategies to increase parent sign-up. The leadership team will review attendance reports and schedule parent meetings for families who have more than 5 absences in a grading period. Form a committee of staff members, parents and community members to plan and implement the parent engagement sessions.</p> <p>Staff Actions</p> <p>100% of teachers will use Class Dojo to communicate and share information with parents to sign up for the PTO The monthly school activity calendar will be added to the Petersen website to ensure parents receive the information for all parent engagement events. Teachers will contact parents of students who are consecutively absent for two or more days in a row and report findings to the leadership team.</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Key Action 5: Execute the intervention plan to provide targeted intervention, based on data, for Tier 2, Tier 3, Emergent Bilingual and Special Education students as determined by their IEP.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Closing the Gap with Sub-populations

Indicator 1: 80% of students will show growth of 1.8 on the NWEA Map Assessment by the end of year.

Indicator 2: 80% of Special Education Students will meet their IEP goals for the 2023-2024 school year.

Indicator 3: By the end of the 2023-2024 school year, the average percentage of all students in grades 3,4, and 5 who reach Approaches on the STAAR Reading will increase from 68% to 75%

By the end of the 2023-2024 school year, the average percentage of students in grades 3,4, and 5 who reach Approaches on the STAAR Mathematics will increase from 74% to 80%

Specific Action 1 Details	Reviews			
Specific Action 1: Progress Monitoring School Leaders' Actions Conduct data PLCs to identify areas of concern needed to increase growth among all students and provide teachers with instructional feedback to address any areas of concern. Utilize the progress monitoring data to identify specific TEKS that need to be addressed Purchase individualized digital intervention resource for students and the school leaders will monitor student progress. The leadership team and Special Education Department Chair will review progress data to gauge effectiveness of interventions, resource pull-out, and classroom instruction Staff Actions Utilize progress monitoring data to provide individualized intervention for students based on identified TEKS that need to be addressed. Monitor and assign lessons on intervention digital resources such as Amira Track student data to monitor progress to identify Tier 2 and Tier 3 students in need of intervention. Teachers will input accommodations made to assignments in Power School for Special Education students Teachers will provide progress data to special education families every six weeks.	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>			

State Compensatory

Budget for 265 Petersen Elementary School

Total SCE Funds: \$21.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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