

**Houston Independent School District
244 Southmayd Elementary School
2023-2024 Campus Improvement Plan**



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2023-2024 school year, Eureka and Amplify are the high quality instructional materials implemented at Southmayd Elementary. Vertical teams revamped the pacing calendars for reading, math, and science. Pacing guides were adjusted to align lessons to TEKS. Vertical teams are scheduled to meet before every major unit/module. In PLCs, the focus is Tier 1 instruction and adjustments made based on data.

Demonstration of learning data is used to note student mastery on TEKS taught in the unit/module. In addition to demonstration of learning, instructional leaders are creating campus assessments based on campus pacing guides. These formative assessments' data is used to create intervention and acceleration plans for specific groups of students.

Instructional strategies include Multiple Response Strategies such as think, ink, pair, share, turn & talks, table talk, dry erase board answers, and constructive responses. Teachers have focused on these MRS and throughout the year we will add additional MRS in the classroom. Students also use specific annotation strategies for reading and math (QTIP/RDW). Besides instruction, all classroom routines are assessed by instructional leaders to ensure they're efficient and effective in the classroom for smooth classroom transitions and procedures.

Data is used in every PLC, faculty, vertical, leadership, A-TEAM, and parent meetings. This is used as our foundation for the agenda topics to be addressed. Teachers and all instructional support is aware and has analyzed last year's data and knows the current goals for this school year. Specifically, everyone that works with students is held accountable for their students by tracking, monitoring, and having a plan to address student gaps. Interventionist support, teachers, and LPAC representatives collaborate together to highlight student's strengths and identify student gaps whether from language or academic deficits.

Student Achievement Strengths

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

Based on last year's student growth and achievement data, the areas of strength for Southmayd are the percentage of students in 3rd and 5th grade that scored Approaches on the Reading STAAR test. In 3rd grade Reading (English), 69% of our students scored at the Approaches level and 36% scored at the Meets level. In 5th grade Reading (English), 76% of our students scored at the Approaches level. In addition, our strength is the achievement in 5th grade Math. 78% of students in 5th grade received Approaches, 36% received Meets, and 9% received Masters in the Math STAAR Assessments.

Unfortunately, the campus has continued with a consistent Student Achievement Domain 1 score that ranges between 73 and 74. This last school year 2022-2023, Southmayd received a Student Achievement Domain 1 score of 67.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Only about 30% of students are performing on grade level in reading, math, and science. **Root Cause:** Lesson delivery has not been on grade level due to

lack of lesson planning, and preparation.

Problem of Practice 2: There has been no growth in academic achievement even before Covid-19. **Root Cause:** There has not been a campus culture of data analysis and data-driven instruction.

Problem of Practice 3: Emergent Bilingual students have not made progress on TELPAS. **Root Cause:** There has been a lack of tracking and monitoring Emergent Bilingual students and lack of intervention support provided to them early and quickly.

School Culture and Climate

School Culture and Climate Summary

For the 2023-2024 school year we will focus on implementing targeted interventions to improve staff and student behaviors, attendance, and discipline, and attitudes toward the Southmayd's campus. We will develop initiatives that foster a sense of belonging, collaboration, and support for all members of our school community.

Furthermore, we will regularly conduct safety drills and evacuations to ensure physical safety and continually address safety concerns. Additionally, we will examine campus expectations, classroom management practices, PBIS plan, and their impact on student achievement.

We are committed to creating a culture of continuous improvement by incorporating regular feedback mechanisms to refine our strategies and ensure that our school culture supports the success and well-being of every student and staff member at Southmayd Elementary.

School Culture and Climate Strengths

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

Based on last year's data, student attendance has increased by 20% and discipline has decreased campus wide by 5%. To improve attendance, we implemented an attendance campaign that includes perfect attendance incentives every 6-weeks. To improve discipline and classroom management, we are implementing a PBIS plan and SEL curriculum to identify and assist our tier 1 and 2 students.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: The school climate is perceived as unwelcoming and tense. **Root Cause:** The quick change in administrative staff, district changes, and a lack of willingness to welcome changes and adapt as needed.

Problem of Practice 2: High rates of negative attitudes from students. **Root Cause:** Failure to establish and maintain campus expectations.

Problem of Practice 3: Lack of overall campus pride and teamwork. **Root Cause:** Failure to take ownership and accountability of how one's own decisions and behaviors affect the campus as a whole.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Between the 21-22 and 22-23 school year the staff retention rate decreased by 12%. That's 84.38 for 21-22 school year and 71.88 for the 22-23 This decrease has shown weight with the student's achievement as measured by end of year state exams including STAAR and Telpas. The measured data points of reflection include the Meet and Master percentage on the Math STAAR with overall masters decrease from 24% to 11% and meets decrease from 44% to 34%; Reading STAAR with overall masters decrease from 20% to 9% and meets decrease from 39% to 28%

Being that there is a teacher shortage recruiting highly effective staff was based on availability at the provided job fair and referrals. These candidates' options were then screened, interviewed, and processed by the campus leadership team to determine if the personnel would be compatible with the mission and vision of the district and the school.

For the current and new staff multiple spot observations weekly and over 85% of the leadership team's time forced on instruction and student achievement give the opportunity to streamline the main focus for professional development provided daily through the spot coaching/modeling, weekly professional learning committees, monthly vertical alignment sessions, and staff professional development days provided by the district.

Based off of numerous observation professional development option were discussed between the leadership team and staff and session were select for all staff members including but not limited to developing constructed response for implementing effective Multiple response strategies, Effective internalization and responsive instruction for lesson planning, STAAR 2.0 question implantation for alignment, NWEA data planning for data driven lessons, effective interventions, Special education accommodation implementation, in addition to staff selected professional development for personal growth and development.

The campus-based leadership team has been developed to future leaders on campus which consist of members for different content and focus areas not limited to administration, reading and math teachers, enrichment teachers, specialist, support staff, and members of the campus crisis team. In addition, there is a SDMC and PTO team for support and decision making for the campus.

Staff Quality, Recruitment, and Retention Strengths

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

Based on the 2022-2023 staff review it was identified that the more experienced teachers remained staffed at Southmayd and were adjusted to instruct the more focused area content and graded levels including the STAAR grade levels and early childhood to increase student achievement in Math and Reading.

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

Problem of Practice 1: Many of the teachers are struggling with utilizing the new Math and Reading curriculum which is hindering meaningful instruction and activities that engage learning at the deepest levels of critical thinking. **Root Cause:** Majority of Southmayd's staff has been with the campus for 5 plus years providing the same practice all year without change or adjustment.

Problem of Practice 2: Southmayd was displaced by higher grade level educators leaving personnel for hire of non certified personnel. **Root Cause:** Because of personnel change from the 2022-2023 school year grade level, content change, and wage increase on other campuses.

Problem of Practice 3: Staff members' stagnation with development **Root Cause:** Staff members have been on the campus for more than 5 plus years without development or change.

Parent and Community Engagement

Parent and Community Engagement Summary

For the 2023-2024 school year, we will develop and implement activities to enhance parent and community social engagement. These activities may include monthly coffee with the principal, PTO events, family literacy, STEAM, and math night, FACE workshops, and general campus events.

Event's attendance logs from the previous school year were reviewed to help identify trends and patterns with involvement. We found that mothers of students PK-2nd grade are the most active and engaged around the campus. We also noticed that work schedules, transportation, and lack of resources at home are barriers that prevent greater participation.

To accommodate our families, we offer flexible meeting and event times, conduct home wellness visits, and provide translation services as needs. We actively collaborate with our Wraparound Specialist to provide services such as Boy and Girl Scouts, Backpack Buddies, Brighter Bites, Library Services, Catholic Charities, Free Legal Services Consultations, Community Family Centers, Mental Health Services, ESL Courses, and provide other food, clothing, and resources as requested.

Parent and Community Engagement Strengths

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

This school year, the number of parents who attend Coffee with the Principal has increased by 10% as well as attendance to campus social events. To boost this engagement, our campus Wraparound and SEL Specialist diligently promote events through Class Dojo, flyers sent home in Tuesday folders, and face to face communication.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Engagement centered around academic events such as literacy, STEAM, and math nights do not yield the same participation as social events. **Root Cause:** Parents lack formal education.

Problem of Practice 2: Parents are struggling to adjust to overall district changes and have withdrawn involvement in campus events. **Root Cause:** Parents are overwhelmed with the amount of changes this school year.

Problem of Practice 3: Parents lack access to technology and transportation or are faced with health challenges that keep them from attending campus events. **Root Cause:** Economic and cultural restraints cause a lack of involvement.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- 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 End-of-Course 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
- 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.
- 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
- 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
- Other additional data

Key Actions

Key Action 1: Students will be able to read on grade level in 1st-5th grade in order to increase student achievement in reading, math, and science.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: NWEA Assessment Results

Indicator 1: By the middle of the year (MOY) administration of the NWEA-Reading, the percentage of 1st -5th grade students performing at or above grade level in reading will increase by 15%.

Indicator 2: By the end of the year (EOY) administration of the NWEA-Reading, the percentage of 1st -5th grade students performing at or above grade level in reading will increase by 20%.

| Specific Action 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Specific Action 1: NWEA Assessment | Formative | | | Summative |
| School Leaders' Actions | Feb | Mar | Apr | June |
| <p>The leadership team will review the components of the Science of Reading during pre-service. The leadership team will set non-negotiables for reading small group instruction (Tier 1 & Intervention, and Acceleration. The leadership team will model reading small group instruction focusing on student acceleration. The leadership team will provide formal coaching in small group instruction to all reading teachers and interventionists. The leadership team will ensure that 100% of teachers are receiving accurate feedback on the spot daily. However, coaching cycles and in depth feedback will be provided by the appraiser. Feedback will be provided depending on teachers' needs. IAT coordinator will conduct RTI meetings every 6 weeks to monitor students below reading level.</p> | | | | |
| <p>Staff Actions</p> <p>Teachers will use the "Science of Reading" instruction. What: Decoding, Language Comprehension, Reading Comprehension How: Effective Instruction -Data Informed, Explicit, Systematic, Differentiated Teachers will set individual reading goals with students at the beginning of the school year (NWEA). Teachers will conduct data conferences every 3 weeks with students, so students can monitor their own progress toward their goals. Teachers will monitor students' data to ensure students are meeting their goals every 6 weeks. Teachers will present student data in PLCs for BOY, MOY, and EOY NWEA. Teachers will track reading levels for each student by administering running records weekly for Tier 3 students, Bi-monthly for Tier 2 students, and monthly for Tier 1 students or as needed. Teachers will provide running records, student work samples, additional formative and summative assessments to RTI/IAT meetings in order to identify students early on for a reading disability or dyslexia.</p> | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 2: To improve our campus culture and climate we will implement positive reinforcers for teacher, staff, and student performance that include behavioral rewards, free dress and campus spirit days, staff social activities, and attendance incentives.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Attendance rate and discipline referrals numbers.

Indicator 1: By December 2023, we will increase our attendance rate to 98% for the fall term.

Indicator 2: By January 2024 we will implement campus expectations, establish peer mentorship relationships, and develop a communication plan to help or staff and students better adjust to overall changes and action plans.

| Specific Action 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Specific Action 1: Develop team building and positive campus culture.</p> <p>School Leaders' Actions</p> <p>The school leadership will include team building exercises that promote inclusivity at weekly faculty meetings and work with the campus SEL specialist to identify campus expectations and behavioral management plans.</p> <p>Staff Actions</p> <p>Staff will take at least one professional development on classroom management.</p> | Formative | | | Summative |
| | Feb | Mar | Apr | June |
| | | | | |

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Key Action 3: Southmayd will be able to retain and recruit certified strong pedagogy personnel to increase student achievement in all content areas.

Strategic Priorities:

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

Indicator of Success 1: Teachers retention rate.

Indicator 1: By the end of the 2023-2024 school year Southmayd will have a 10% increase in its retention rate.

| Specific Action 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Specific Action 1: Effective PD and support systems for staff.</p> <p>School Leaders' Actions School leaders will leverage the development of staff members on campus through effective professional development.</p> <p>Staff Actions School leaders will increase campus morale through creating a culture of respect.</p> | Formative | | | Summative |
| | Feb | Mar | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Key Action 4: Increase in Parent Engagement

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase in Parent Engagement participation rate.

Indicator 1: By May 2024, parent attendance at workshops will increase by 10%.

Indicator 2: We will provide at least 1 continued educational class and FACE Workshop per semester for parents and secure low-cost to free resources.

| Specific Action 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Specific Action 1: School leaders will approve all workshops, secure a FACE representative, and provide snacks, drinks, and incentives for participating parents.</p> <p>School Leaders' Actions</p> <p>Teachers will ensure that information is sent home via Tuesday folders and will communicate with parents as needed.</p> | Formative | | | Summative |
| | Feb | Mar | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

State Compensatory

Budget for 244 Southmayd Elementary School

Total SCE Funds: \$66,939.00

Total FTEs Funded by SCE: 1.3

Brief Description of SCE Services and/or Programs

Hourly teachers to support HB1416 accelerated learning.

Personnel for 244 Southmayd Elementary School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|------------------|-------------------|------------|
| Brooke Brackens | Teacher Bilingual | 0.3 |
| Mriam Del Bosque | Tchr, Hrly | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|----------------------|----------------|------------|
| Maribel Oropeza | Teacher Specialist | ELA | 100 |
| Smita Ghosh | Math Interventionist | MATH | 100 |