

**Houston Independent School District**  
**231 Roosevelt Elementary School**  
**2023-2024 Comprehensive Needs Assessment**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

For the 2022-2023 school year, instructional calendars were created by district guidance from the Scope and Sequence. This allowed the campus to be aligned with all district and state testing windows to provide accurate data for the campus. With the calendar, teachers and instructional leaders would plan lessons with the use of instructional materials, such as HMH (ELA), GoMath and Zearn (Math), and Science Fusion (Science). Instructional materials were used with fidelity, with teachers using supplemental materials for interventions, tutorials, and small-group instruction. Campus assessments were created to coincide with the end of units from the instructional materials. The gradual release model was the primary instructional strategy for campus expansion to success. Students benefitted from seeing the teacher model examples before working on them together and finally working on them independently. The campus also had a school-wide approach to increasing student dialogue with Think-Pair-Share and other student dialogue techniques. In Grades 2 - 5, a Power Writing Graphic Organizer was implemented to assist students with short and extended responses. Data was used throughout the year to help drive Tier I instruction and intervention/tutorial efforts. All diagnostic assessments were used to monitor student progress and serve as a basis for small-group interventions during the day. Teachers used campus assessments in their subject area to help create tutorial rosters that were adjusted every 4-6 weeks. The campus used the STAAR Interim assessment data to create rosters for Saturday tutorials and particular grouping for STAAR Boot Camps in April/May.

### Student Achievement Strengths

Reviewing last year's data, the campus has strengths in science and mathematics across the campus. The scientific growth can be attributed to increased labs to provide students with real-world experiences. In addition to labs, student-led discussions about the findings helped increase student mastery. Gains in math can be attributed to using the Zearn Math platform. The interactive platform allowed students access to the mathematical concepts and provided scaffolds and other strategies to assist with student progress. Some slight gains were seen in writing in Grades 4 and 5 that are attributed to using the Power Writing Graphic Organizer.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** At Roosevelt Elementary, phonics instruction is not done with fidelity campus-wide to ensure students can read at or above grade level. While phonics material was present on campus for teachers to access, implementing the phonics curriculum was inconsistent. **Root Cause:** Professional Development of the Great Reading program was provided sparingly, and teachers communicated a lack of confidence in using the program due to improper training. Teachers in select grade levels were also in ongoing training on the Science of Reading to learn about phonics instruction.

**Problem of Practice 2:** At Roosevelt Elementary, writing across all contents was not prioritized. There was a lack of urgency to incorporate authentic writing opportunities for students in all content areas. **Root Cause:** Instructional planning was not consistent in ensuring the inclusion of authentic writing opportunities in all content areas.

**Problem of Practice 3:** At Roosevelt Elementary, classroom instruction is not engaging for all learners at all times. Student discussion occurs but will lack the structure necessary to be effective in informing and adjusting instruction. **Root Cause:** Teachers are not well versed in different approaches to Multiple Response Strategies to keep student engagement at high levels throughout the lesson.

# School Culture and Climate

## School Culture and Climate Summary

The level of collaboration on campus increased from the top down. The level of administration support is appropriate for the work needed to be done on campus. Administration shows their appreciation for the staff in many ways. There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem. There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem. Bullying is not tolerated. This school has high learning standards for students. All school staff are aware of the safety and security procedures. Our student data shows very little regarding student incident reporting. Most student incidents deal with minor classroom disruptions or student disagreements handled through communication between students, teachers, and leadership.

## School Culture and Climate Strengths

The areas of strength are a sense of community and belonging for students, staff, and the community. Parents feel valued on campus for their support, opinions, and feedback.

Parental Engagement increased in the number of events and attendance for those events.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** At Roosevelt Elementary, although our attendance rate is below the district average, Grades PK - 2 students have a higher absence rate than others in other grade levels. **Root Cause:** The communication of the importance of attendance is provided to all parents, however, there is a gap in the importance is serving in the lower grades and the foundation that is set for those students.

**Problem of Practice 2:** Despite extensive training in classroom management and behavior crisis intervention, our Special Education Self-Contained classrooms are understaffed for the number of students and various behaviors exhibited in the school. **Root Cause:** Our SLL department was reduced from 2 classrooms and 2 TAs to 1 classroom and 1 TA, even though there was an increase in enrollment for the school.

## **Staff Quality, Recruitment, and Retention**

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

For information about this area, please refer to the district improvement plan.

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

For information about this area, please refer to the district improvement plan.

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

**Problem of Practice 1:** For information about this area, please refer to the district improvement plan. **Root Cause:** For information about this area, please refer to the district improvement plan.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Bi-weekly Brighter Bites Distribution Pan Dulce w/ Dr. Davenport (Monthly Principal Talk) Hispanic Heritage Program (October) Open House (September) Lunch w/ Students (Every Thursday).

For lunch with/ students, we usually get a higher turnout for students in Grades PK - 2. Our monthly principal chats have a mixed crowd of parents, grandparents, and other family members. They range across all grade levels.

Time and money are the only barriers to greater parental involvement. We want to do more but have limited resources available.

Sports with the MD Anderson YMCA School Garden with the Friends of Northside/Attack Poverty Brighter Bites Girl Scouts of America Chess Club Ballet Folklorico Cheer Squad.

## Parent and Community Engagement Strengths

We engage successfully with parents via our weekly newsletters, monthly principal chats, social media posts, and updates. We have various events open to students and parents throughout the year, including programs, festivals, curriculum nights, and food distributions.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** At Roosevelt Elementary, there was a decrease in magnet (out-of-zone) student enrollment for the 2022-2023 school year. **Root Cause:** The campus did not have a dedicated Magnet Coordinator to spearhead recruiting efforts.