

Houston Independent School District
389 Ketelsen Elementary School
2023-2024 Campus Improvement Plan

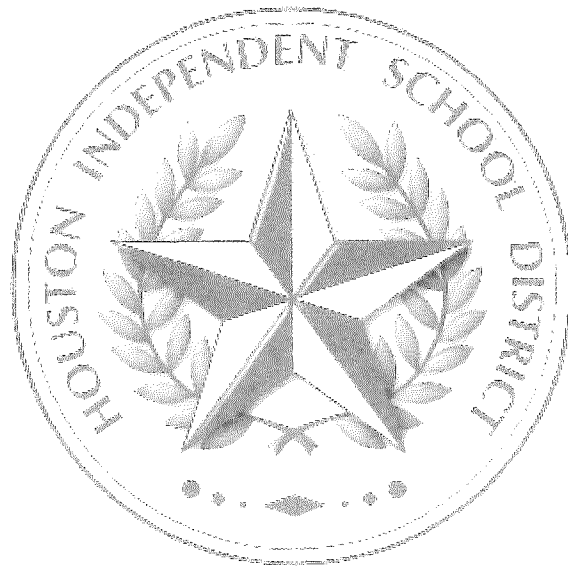


Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
School Culture and Climate	4
Parent and Community Engagement	5
Priority Problems of Practice	6
Comprehensive Needs Assessment Data Documentation	7
Key Actions	8
Key Action 1: Implement effective coaching protocols to increase teacher capacity for providing high quality instruction.	8
Key Action 2: Increase student academic proficiency in Reading.	10
Key Action 3: Increase student academic proficiency in Math.	13
Key Action 4: Increase student academic proficiency in Science.	15
State Compensatory	17
Budget for 389 Ketelsen Elementary School	17
Personnel for 389 Ketelsen Elementary School	17
Addendums	18

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

1. Ketelsen is using Eureka and HMH curriculum for RLA and math which are tightly aligned to state standards. These curriculum resources include daily lesson plans, unit planning guides, and pacing calendars that assist teachers in planning high quality instruction. Interim assessments include: NWEA Map, Dibels, Circle, K12 Summit (EBs), TEA Interim assessments. Formative assessments include: Eureka and HMH module assessments, HMH common assessments, and teacher created common assessments through OnTrack. 2. Effective classroom routines at Ketelsen are: Collaborative groups based on Kagan structures in all classrooms and use of timers for student and teacher pacing. Effective instructional strategies at Ketelsen are: Posted daily LOs and DOLs, 5E model for science lesson delivery, I-do We-do You-do model for RLA lesson delivery, and campus wide multiple response/Kagan strategies. 3. Data from formative and interim assessments are used to determine interventions, small group instruction, tutorials, and focus lessons for reteach/review.

Student Achievement Strengths

We have recovered from effects related to the pandemic in reading and science. Our strength at this time is in RLA across all grade levels. 5th grade reading and math also have a high percentage of students in meets and masters. In addition, our NWEA BOY data indicates our 4th and 5th graders are our highest performing in math, RLA, and science.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: At Ketelsen, teachers utilized district planning guides which were not aligned with a scope and sequence of a HQIM. Therefore, reading achievement did not grow from the previous year when students encountered the STAAR redesign. **Root Cause:** Ketelsen did not have a system in place for teachers to plan collaboratively using HMH curriculum as a primary resource. There was an assumption teachers knew how to navigate the various resources and select the highest leverage materials for each lesson.

Problem of Practice 2: At Ketelsen, teachers were not consistently internalizing lessons before lesson delivery. Therefore, tier 1 instruction was not high quality and rigorous. **Root Cause:** Ketelsen did not have a system in place for teachers to plan collaboratively using district unit planning guides as a primary resource. There was an assumption teachers knew how to utilize district resources to plan and implement high quality tier 1 instruction.

Problem of Practice 3: At Ketelsen Elementary 5th grade science STAAR data is below the state average. Ketelsen is at 48% and the state is at 64%. Teachers are not implementing high quality lessons aligned to the TEKS in kindergarten to 4th grade, which creates no content support for 5th grade science **Root Cause:** Ketelsen has not provided enough professional development and support to teachers on how to effectively use science curriculum and resources in the lower grades. In addition, time has not been provided for teachers to effectively collaborate around lesson internalization and delivery.

School Culture and Climate

School Culture and Climate Summary

1. Faculty and staff at Ketelsen are committed to working together to nurture young minds through academic excellence, enriching experiences, and positive relationships. Students feel that Ketelsen is a safe, inviting, and nurturing environment for them to learn and grow. 2. At Ketelsen, all stakeholders know the importance of attending school everyday in order to receive quality instruction. This has a positive effect on student behavior. However, student attendance has declined over the past two years due to student illnesses. Our goal is continue to work with parents and create systems to reduce the frequency of absences. 3. At Ketelsen, we rarely have Level III or IV student offenses due to regular parent conferences initiated by faculty members. The constant communication regarding student behaviors helps address misbehaviors and reinforces school wide expectations. 4. All faculty and staff demonstrate a caring and respect for all students and creates a positive, energetic, and orderly climate and culture at Ketelsen. This is evident across all student groups and is based on our school discipline data. 5. Ketelsen discipline data indicates that students follow school rules in order to exhibit good behavior. The communication and reinforcement of these expectations ensure positive student behavior and interactions between students, which foster a safe learning environment for all students. 6. Regular teacher parent contact ensures the communication of high behavioral expectations with students. This fosters a positive learning environment in each class. This focus in instruction supports student learning and achievement. Data is collected from parent conference logs, student notice of concerns, and school discipline data.

School Culture and Climate Strengths

The areas of strength are providing student incentives for growth in attendance, academics, and positive student behavior.

The attendance rate has not improved compared to previous years. However, we are currently working with stakeholders to ensure we reach our attendance goal of 98% for the end of the school year.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: At Ketelsen, although our attendance rate across all grade levels is low, students in lower grade levels have a higher absence rate than other grade levels. **Root Cause:** Though we have dedicated resources to engage students and parents at all grade levels, prekindergarten and kindergarten students have the highest absences. These grade levels do not have promotion standards tied to attendance.

Parent and Community Engagement

Parent and Community Engagement Summary

1. Title I, FACE, wraparound parent workshops. Parent teacher conferences. 2. Parent engagement is high at these activities. 3. We ensure translators are present to support our Spanish speaking parents. 4. Wraparound services, Texas A&M 4-H Club, Moody Park, CODA/Houston Symphony, and YMCA.

Parent and Community Engagement Strengths

1. Title I parent meetings, Classdojo, and after school events (ex: Fall Festival, Scholastic Book Fair) 2. Parents have a way to immediately connect to the teacher or admin team through Classdojo. After school events provide a safe environment for families to have fun and interact with Ketelsen staff in an informal setting.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: At Ketelsen, PTA membership enrollment is at 10% when compared to student enrollment. Therefore, parent involvement related to non academic activities is low. **Root Cause:** Ketelsen has a newly formed PTA that is only in its second year. Although we received training from the National PTA last year, current members still need more hands on support.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Key Actions

Key Action 1: Implement effective coaching protocols to increase teacher capacity for providing high quality instruction.

Strategic Priorities:

Cultivating Team HISD Talent

Indicator of Success 1: 60% of scores on spot observations conducted in November will be proficient or higher and 80% of scores on spot observations conducted in May will be proficient or higher as measured by the new teacher evaluation system.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus efforts will concentrate in provide effective feedback.</p> <p>School Leaders' Actions</p> <p>Conduct daily informal walkthroughs (Pulse Checks) of all classrooms and provide real time reinforcement/feedback - admin team will use daily tracker to monitor growth.</p> <p>Conduct a minimum of one spot observation for each teacher every month.</p> <p>Staff Actions</p> <p>Participate in grade level planning sessions to effectively plan daily objectives and DOLs.</p> <p>Attend supplemental Eureka, HMH RLA training throughout the year.</p>	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 1: Implement effective coaching protocols to increase teacher capacity for providing high quality instruction.

Indicator of Success 2: 75% of lessons observed in November and 100% of lessons observed in May will incorporate MRS.

Specific Action 1 Details		Reviews			
Specific Action 1: Campus focus in check for understanding. School Leaders' Actions Role play coaching conversations twice a week in Fall semester in order to calibrate feedback. Role play coaching conversations once a month in the Spring semester in order to calibrate feedback. Staff Actions Utilize Kagan/MRS strategies in daily instruction and leverage to drive next instructional move. Implement student grouping structures based on Kagan Training to facilitate quick transitions.		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 2: Increase student academic proficiency in Reading.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: Students will grow 0.90 times the average U.S. growth in Reading in January as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will ensure effective instruction is aligned with the curriculum. School Leaders' Actions Provide additional training on HMH curriculum resources throughout the year. Lead weekly PLCs to review student data from daily DOLs, common assessments and determine action steps for reteach and interventions. Staff Actions Plan collaboratively to ensure standardized daily objectives and DOLs. Complete actions steps outlined in Action Plans for each PLC meeting.	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 2: Increase student academic proficiency in Reading.

Indicator of Success 2: Students will grow and additional 0.90 (1.8 annually) times the average U.S. growth in reading in May as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will work in monitor the data to adjust instruction and practices. School Leaders' Actions Monitor implementation of common and unit assessments. Staff Actions Track weekly student data from DOLs, common assessments to determine student intervention needs.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>				

Key Action 2: Increase student academic proficiency in Reading.

Indicator of Success 3: 75% of the students in grades K-1 will demonstrate typical or above typical growth in DIBELS at the end of the year.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will work with Early Childhood classrooms to analyze best practices and they will provide feedback. School Leaders' Actions Evaluate completion of PLC Action Plans. Staff Actions Provide daily Science of Reading instruction.	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 3: Increase student academic proficiency in Math.

Indicator of Success 1: Students will grow 0.90 times the average U.S. growth in Math in January as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus focus will be in Math.</p> <p>School Leaders' Actions</p> <p>Monitor/Observe the implementation of Eureka modules and pacing of instruction.</p> <p>Lead weekly PLCs to review student data from DOLs, common assessments and determine action steps for reteach and interventions.</p> <p>Staff Actions</p> <p>Work collaboratively to "Do the Math" (solve problem set) for each lesson in order to determine exemplars and possible student misconceptions.</p> <p>Complete actions steps outlined in Action Plans for each PLC meeting.</p>	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: Increase student academic proficiency in Math.

Indicator of Success 2: Students will grow and additional 0.90 (1.8 annually) times the average U.S. growth in Math in May as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will work in lesson internalization with teachers. School Leaders' Actions Review completion of weekly problem sets from Eureka to ensure lesson internalization. Evaluate completion of PLC Action Plans. Staff Actions Track weekly student data from DOLs, common assessments to determine student intervention needs. Adhere to Eureka pacing calendar for lesson implementation.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 4: Increase student academic proficiency in Science.

Indicator of Success 1: Students will grow 0.90 times the average U.S. growth in Science in January as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Specific Action 1 Details		Reviews			
Specific Action 1: School leaders and staff will monitor data. School Leaders' Actions Monitor/Observe the implementation of Fusion lessons and pacing of instruction. Lead bi-weekly PLCs to review student data from DOLs, unit assessments and determine action steps for reteach. Monitor 3rd - 5th grade lesson plans for implementation of Stemscopes 5E lessons for reteach. Staff Actions Complete actions steps outlined in Action Plans for each PLC meeting. Track student data from DOLs, unit assessments to determine reteach. Adhere to Fusion pacing calendar for lesson implementation.		Formative			Summative
		Feb	Mar	Apr	June
		<div><div>0%</div>No Progress</div> <div><div>100%</div>Accomplished</div> <div>➔Continue/Modify</div> <div>✕Discontinue</div>			

Key Action 4: Increase student academic proficiency in Science.

Indicator of Success 2: Students will grow and additional 0.90 (1.8 annually) times the average U.S. growth in Science in May as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus will be in Science. School Leaders' Actions Assistant Principal will work with 5th Grade science teacher to develop lessons based on TEKS from 2023 STAAR data. Evaluate completion of PLC Action Plans. Staff Actions 3rd - 5th grade teachers implement 5E Model lessons from Stemscoptes for reteach. 5th Grade science teacher will collaborate with assistant principal and implement lessons to address TEKS from 2023 STAAR data.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✕ Discontinue</div> </div>				

State Compensatory

Budget for 389 Ketelsen Elementary School

Total SCE Funds: \$24,300.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for 389 Ketelsen Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Yesenia Juarez	Teaching Assistant-10M	1

Addendums

Texas Education Agency
2022 School Report Card
KETELSEN EL (101912389) - HOUSTON ISD - HARRIS COUNTY

School Information

District Name: HOUSTON ISD
Campus Type: Elementary
Total Students: 484
Grade Span: PK - 05

For more information about this campus, see:

<https://TXschools.gov>

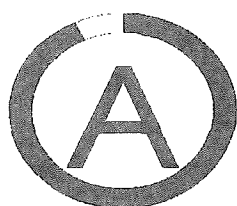
or the Texas Academic Performance Report at:

<https://rptsrv1.tea.texas.gov/perfreport/tapr/2022/index.html>

Accountability Ratings

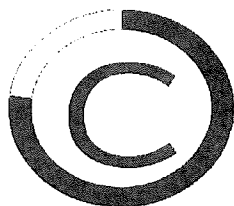
This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating



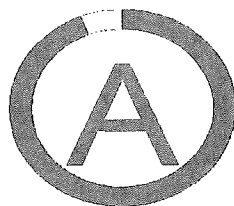
93 of 100

Student Achievement



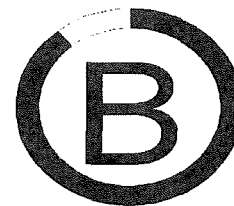
77 of 100

School Progress



94 of 100

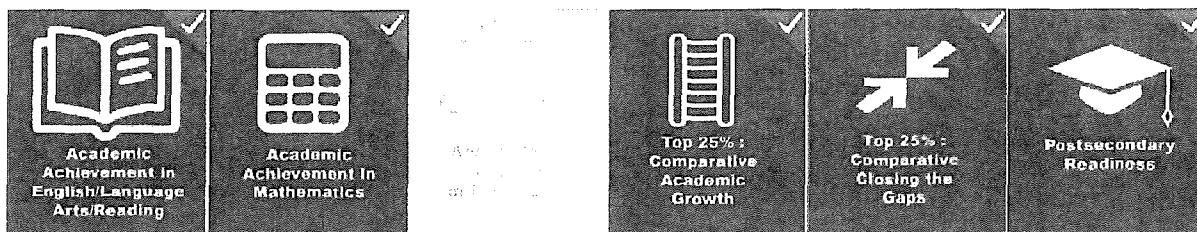
Closing the Gaps



89 of 100

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Texas Education Agency
2022 School Report Card
 KETELSEN EL (101912389) - HOUSTON ISD - HARRIS COUNTY

Student Information

This section provides demographic information about KETELSEN EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State		Campus	District	State
Attendance Rate (2020-21)	97.4%	93.7%	95.0%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	3.1%	22.1%	12.8%	Kindergarten	17.0	18.2	18.7
Hispanic	95.2%	61.9%	52.8%	Grade 1	21.9	15.7	18.7
White	1.0%	9.7%	26.3%	Grade 2	14.4	15.4	18.6
American Indian	0.2%	0.2%	0.3%	Grade 3	11.7	14.4	18.7
Asian	0.2%	4.5%	4.8%	Grade 4	9.8	13.7	18.8
Pacific Islander	0.0%	0.1%	0.2%	Grade 5	16.3	14.0	20.2
Two or More Races	0.2%	1.6%	2.9%	Grade 6	-	19.1	19.2
Enrollment by Student Group				Secondary			
Economically Disadvantaged	95.2%	79.2%	60.7%	English/Language Arts	-	17.6	16.3
Special Education	9.7%	8.4%	11.6%	Foreign Languages	-	22.7	18.4
Emergent Bilingual/EL	43.6%	35.1%	21.7%	Mathematics	-	21.2	17.5
Mobility Rate (2020-21)				Science	-	21.5	18.5
	6.2%	14.0%	13.6%	Social Studies	-	22.8	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

	Campus	District	State		Campus	District	State
Instructional Expenditure Ratio	n/a	63.8%	64.2%	Expenditures per Student			
Instructional Staff Percent	n/a	58.1%	64.9%	Total Operating Expenditures	\$8,082	\$10,524	\$11,106
				Instruction	\$5,913	\$5,989	\$6,358
				Instructional Leadership	\$102	\$185	\$186
				School Leadership	\$685	\$749	\$654

Texas Education Agency
2022 School Report Card
 KETELSEN EL (101912389) - HOUSTON ISD - HARRIS COUNTY

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	69%	76%	75%	76%	-	-	-	-	-	75%
	2021	67%	57%	50%	*	50%	50%	-	-	-	-	48%
ELA/Reading	2022	75%	70%	80%	83%	80%	-	-	-	-	-	79%
	2021	68%	60%	59%	*	59%	*	-	-	-	-	57%
Mathematics	2022	72%	67%	76%	67%	76%	-	-	-	-	-	74%
	2021	66%	53%	45%	*	46%	*	-	-	-	-	44%
Science	2022	76%	68%	67%	-	67%	-	-	-	-	-	65%
	2021	71%	59%	36%	-	35%	*	-	-	-	-	33%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	43%	47%	33%	47%	-	-	-	-	-	46%
	2021	41%	33%	20%	*	20%	38%	-	-	-	-	18%
ELA/Reading	2022	53%	49%	51%	17%	52%	-	-	-	-	-	51%
	2021	45%	38%	26%	*	26%	*	-	-	-	-	23%
Mathematics	2022	42%	38%	46%	50%	45%	-	-	-	-	-	46%
	2021	37%	27%	18%	*	18%	*	-	-	-	-	16%
Science	2022	47%	39%	38%	-	38%	-	-	-	-	-	35%
	2021	44%	33%	14%	-	12%	*	-	-	-	-	11%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	21%	24%	8%	24%	-	-	-	-	-	23%
	2021	18%	15%	9%	*	9%	13%	-	-	-	-	8%
ELA/Reading	2022	25%	24%	29%	0%	30%	-	-	-	-	-	28%
	2021	18%	16%	15%	*	15%	*	-	-	-	-	14%
Mathematics	2022	20%	19%	22%	17%	22%	-	-	-	-	-	23%
	2021	18%	13%	8%	*	8%	*	-	-	-	-	7%
Science	2022	21%	17%	13%	-	13%	-	-	-	-	-	12%
	2021	20%	14%	2%	-	2%	*	-	-	-	-	2%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	90	-	90	-	-	-	-	-	90
	2019	69	68	81	75	82	-	-	-	-	-	81
ELA/Reading	2022	78	81	88	-	88	-	-	-	-	-	88
	2019	68	68	78	-	78	-	-	-	-	-	77
Mathematics	2022	69	75	92	-	92	-	-	-	-	-	92
	2019	70	68	85	-	85	-	-	-	-	-	86

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.