

**Houston Independent School District**  
**247 Young Elementary School**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

- i. Master calendars include curriculum map pacing from the district's curriculum department, testing dates, reteaching dates, and PLC topics to ensure data analysis occurs after an assessment. Resources used are Amplify and Eureka. Teachers were trained on how to implement these resources through lesson internalization protocols.
- ii. All activities and resources are aligned to the standard. Students are engaged in the lesson with MRS strategies that allow for student discourse and writing. Teachers use 100% cues and timers for tight transitions. Visuals, technology, manipulatives, and various other supports are provided to students.
- iii. Demonstration of Learning is completed daily, upon completion the teacher tracks the data to know who needs small group intervention and when reteaching is necessary. After every assessment, the teacher conducts an item analysis to determine misconceptions of how questions were asked for each standard. Teachers then create action plans to provide interventions of for whole group re-teach. Circle, MAP, Lecture, And DIBELS is tracked at every administration to ensure progress.

# School Culture and Climate

## School Culture and Climate Summary

Young Elementary is a very positive place to work and to learn. The systems and routines are based on student needs and PBIS plays a major role in our culture.

## School Culture and Climate Strengths

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

PBIS supports decreased discipline concerns.

Attendance is steady due to our system of calling parents and ensuring that students are motivated to be here.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** Attendance increase to 98% **Root Cause:** Thirty six percent of our students are mobile and over have are considered homeless.

# 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
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- 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
- 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

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

# Key Actions

**Key Action 1:** Improve data driven instruction to increase student achievement and close achievement gaps in both math and reading.

**Indicator of Success 1:** Utilize MAP results to create a plan of action around implementation of curriculum with fidelity

**Indicator 1:** By May 2024, MAP data will indicate at least one year of growth for 75% of the students in reading and math.

**Indicator 2:** By May 2024, students reading two or more grade levels below will show an increase of 1.5 years through EOY Map data.

**Indicator 3:** By May 2024, 40% of students will perform at the Meets level or higher on campus, district, and state assessments (STAAR) in Reading and Math.

**Key Action 2:** Increase the level of student engagement through the use of Multiple Response Strategies with student discourse.

**Indicator of Success 1:** Increased scores on Spot Observations each quarter

**Indicator 1:** By October 2023, 60 of 80 (75%) spot observations will have a score of 2 or higher on the student engagement rubric.

**Indicator 2:** By February 2024, 70 of 80 (88%) spot observations will have a score of 2 or higher on the student engagement rubric.

**Indicator 3:** By May 2024, 72 of 80 (90%) spot observations will have a score of 2 or higher on the student engagement rubric.

**Key Action 3:** Improve campus systems and routines around attendance to maximize instructional time.

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

**Indicator of Success 1:** Monitor daily attendance percentages and quarterly results.

**Indicator 1:** By May 2024, campus YTD attendance will increase from 96.3% to 97%. By December 2023, campus YTD will increase to 96.6%.

**Indicator 2:** By October 2023, 65 out 80 spot observations by the Leadership Team will have a score of 1.5 or higher on the 'Purposeful Instruction' rubric. By February 2024, the ratio will increase to 70 of 80 spot observations and 76 of 80 by May 2024.

**Key Action 4:** Improve special education practices to increase students' achievement in special population that aligned with their specific IEP.

**Indicator of Success 1:** Improved student achievement of SpEd students based on progress monitoring.



**Indicator 1:** By October 2023, 60% of campus Special Education population will show 10% growth on progress monitoring.

**Indicator 2:** By February 2024, 70% of the Special Education population will show 15% growth from BOY to MOY.

**Indicator 3:** By May 2024, 80% of the Special Education population will meet their action goals aligned in their IEP.

# State Compensatory

## Budget for 247 Young Elementary School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

NES/A campuses do not receive SCE funding at the campus level.