Galveston Independent School District

Oppe Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus has approximately 610 on-site students which includes a Life Skills Program for students with severe cognitive, emotional, and physical disabilities. Our student population is 45% Hispanic/Latino, 7% African American, 41% White, 5% Asian and 2% Multi-Racial. English Language Learners (ELL) comprise 30% of our population and 55% of our population is Economically Disadvantaged.

The mission of Oppe Magnet School of Coastal Studies is to develop the potential of a diverse group of students and inspire enthusiasm for learning while facilitating the growth of the whole child. Our Leadership team has the responsibility to ensure we implement our mission and vision with fidelity. Our vision is to educate students, one child at a time to become accepting, valuable members of an ever-changing society. All stakeholders assist the Leadership Team and are guided by our sustainability plan which is updated yearly.

Demographics Strengths

Oppe continues to show growth with face to face instruction that was interrupted with Covid closures and quarantines. Many students missed school more frequently last year than normal and teachers were also quarantined due to Covid exposures. The STAAR test was given online for all students for a second year.

We met all targets set by TEA for STAAR performance and growth. We grew in all areas except 3rd grade math. Our overall Accountability Rating for the 21 STAAR was a 94 or A.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hispanic population continues to perform lower than their peers. **Root Cause:** The influx of newcomers with limited education. Limited parent support.

Problem Statement 2: Due to COVID-19 Pandemic school closure starting on March 6th through September 24th, all students have had interrupted instruction and will have learning gaps in all subjects. **Root Cause:** Difficulty of on-line instruction for elementary age children.

Problem Statement 3: Sporadic absences due to COVID-19 related issues that mandate quarantining at home. **Root Cause:** Difficulty of maintaining consistent engaged instruction with students in and out of the classroom. Teachers are responsible for their on-site students as well as keeping students that are at home engaged on-line at the same time.

Problem Statement 4: STAAR testing platform moving to online and students learning how to navigate a lengthy test from their Chromebook. They have a tendency to rush through

and not use important testing strategies.   **Root Cause:** TEA decision to move to all online testing starting 2021-22 school year.

Problem Statement 5: Teacher shortage and retaining experienced teachers.   **Root Cause:** Pandemic, amount of work compared to what teachers are paid, teachers retiring earlier.

Student Learning

Student Learning Summary

The 2022 Accountability Data Summary   Overall - 94 - A

STAAR Performance   Component Score - 68   Scaled Score - 92   Rating - A

Academic Growth   Component Score - 85   Scaled Score - 92   Rating - A

Relative Performance (Eco Dis: 54.4%)   Component Score - 68   Scaled Score - 92   Rating - A

Closing the Gaps   Component Score - 100   Scaled Score - 100   Rating - A

Distinction Designations : ELAR/Reading, Mathmatics, Comparitive Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps

Student Learning Strengths

Student Success Status: All targets met.

We administered 390 total STAAR tests,

Grade 3   Grade 4

Math   Math

76% Approaches, 52% Meets, 21% Masters   88% Approaches, 74% Meets, 52% Masters

Reading   Reading

85% Aproaches, 66% Meets, 44% Masters   90% Approaches, 69% Meets, 46% Masters

Growth realized in all areas except 3rd Grade Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: .Campus still recovering from issues caused by the Pandemic. Students returning to school from virtual or homeschool experiences. Math instruction still showing gaps caused by the difficulty with online instruction. The lack of face to face instruction with hands on opportunities. **Root Cause:** Students missed instruction due to the need to quarantine for Covid illness or close contact exposure. Teachers also had to miss work for Covid related issues with family or classroom exposure.

School Processes & Programs

School Processes & Programs Summary

Highly Qualified Teachers

Curriculum Coordinator

Four REACH Content Specialists in grades Kinder through 4th grade.

Two Way Dual Language Program

Magnet Coordinator/Curriculum

SRSD and STEMScopes PD

TXLS

TOR Kids and 21st Century afterschool programing

Newcomer tutoring

RTI

PBIS

SEL

Life Skills

STARS (Behavorial program)

School Processes & Programs Strengths

Professional Learning Communities which support teachers with their instructional design and implementation.

TXLS

Magnet PD for SRSD and STEMScopes.

REACH Content Specialists that work with struggling students using the researched based LLI program for reading.

New teacher mentors provided through the district.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Time needed for teacher collaboration.   **Root Cause:** Many new initiatives such as SRSD, Reading Academies, TXLS are great work, but take time and energy. Our new elementary times have also created some unexpected challenges. Teachers not able to have after school time to work we get out later.

Perceptions

Perceptions Summary

We immerse our students in an environment that emphasizes discovery, exploration and collaborative study through hands on activities, student guided enrichment projects and study trips to explore local resources. Through our intense focus on our Magnet related curriculum, our students are exposed to high academic expectations and develop a love for learning. Magnet Parent/Student surveys sent out to check on campus culture, safety and effectiveness.

Perceptions Strengths

Students are better prepared to become environmental stewards and successful citizens through our well rounded elementary experience.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Limited capacity. **Root Cause:** High demand through Schools of Choice due to our success in academics and magnet theme.

Priority Problem Statements

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
- HB3 CCMR goals
- 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

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- 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
- 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

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

Goals

Goal 1: Oppe Elementary will achieve a rating not less than "A" under the A-F Accountability System.

Performance Objective 1: Increase the percent of 3rd grade students who score meets grade level or above on the ELAR Spring Benchmark test from 46% in 2022 to 50% in 2023.

High Priority

HB3 Goal

Evaluation Data Sources: 2022-23 Spring Benchmark Data

Summative Evaluation: Met Objective

Next Year's Recommendation: We had 82% at Approaches, 50% at Meets and 29% at Masters.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and CC will disaggregate MAP scores, chart students on our data wall and create small groups for classroom instruction.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Show academic growth and identify specific learning gaps for all students. **Staff Responsible for Monitoring:** Classroom teachers, CSC, Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	55%	55%	90%	100%
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize introduce trackers to their students after the Fall Benchmark. Students will discuss their target skills and work to improve their understanding.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will take responsibility for their own learning.				

Staff Responsible for Monitoring: Classroom teachers, CSC

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

| 55% | 55% | 70% | → |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Goal 1: Oppe Elementary will achieve a rating not less than "A" under the A-F Accountability System.

Performance Objective 2: Increase the percent of 4th grade students who score meets grade level or above on the ELAR Spring Benchmark test from 48% in 2022 to 52% in 2023.

High Priority

HB3 Goal

Evaluation Data Sources: 2022-23 Spring Benchmark Data

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We had 87% at Approaches, 62% at Meets and 34% at Masters.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize introduce trackers to their students after the Fall Benchmark. Students will discuss their target skills and work to improve their understanding.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will take responsibility for their learning. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	55%	55%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: Teachers and CC will disaggregate MAP scores, chart students on our data wall and create small groups for classroom instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Show academic growth and identify specific learning gaps for all students.				

Staff Responsible for Monitoring: Classroom teachers, CSD, Principal, Assistant Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	55%	55%	90%	100%

0% No Progress	100% Accomplished	➜ Continue/Modify	✖ Discontinue

Goal 1: Oppe Elementary will achieve a rating not less than "A" under the A-F Accountability System.

Performance Objective 3: Increase the percent of 3rd grade students who score meets grade level or above on the Math Spring Benchmark test from 33% in 2022 to 37%% in 2023.

High Priority

HB3 Goal

Evaluation Data Sources: 2022-23 Spring Benchmark Data

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: We had 61% at Approaches, 32% at Meets and 13% at Masters. We continue to struggle with 3rd Math. We are working to add more support with added tutoring and teacher support with instruction.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize introduce trackers to their students after the Fall Benchmark. Students will discuss their target skills and work to improve their understanding.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will take responsibility for their learning. **Staff Responsible for Monitoring:** Teacher and CSC **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	55%	55%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: Teachers and CC will disaggregate MAP scores, chart students on our data wall and create small groups for classroom instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Show academic growth and identify specific learning gaps for all students. **Staff Responsible for Monitoring:** Teachers, CSC, Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	55%	55%	90%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Oppe Elementary will achieve a rating not less than "A" under the A-F Accountability System.

Performance Objective 4: Increase the percent of 4th grade students who score meets grade level or above on the Math Spring Benchmark test from 51% in 2022 to 54% in 2023.

High Priority

HB3 Goal

Evaluation Data Sources: 2022-23 Spring Benchmark Data

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We had 88% at Approaches, 63% at Meets and 40% at Masters.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize introduce trackers to their students after the Fall Benchmark. Students will discuss their target skills and work to improve their understanding.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will take responsibility for their own learning. **Staff Responsible for Monitoring:** Classroom teachers, CSC **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	55%	55%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: Teachers and CC will disaggregate MAP scores, chart students on our data wall and create small groups for classroom instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Show academic growth and identify specific learning gaps for all students. **Staff Responsible for Monitoring:** Classroom teachers, CSC, Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	55%	55%	90%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: Oppe Elementary expects students to be respectful, responsible and attend school regularly.

Performance Objective 1: Increase attendance percentage for students from 92% in 2022 to 95% in 2023.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Everyday Lab Data

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: We went from 92.64% in 21-22 to 94.04% in 22-23.

Strategy 1 Details	Reviews			
Strategy 1: Attendance committee will work together to implement new regulations and procedures to decrease student absences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Reduced absenteeism rate and increased student success.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance Clerk
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
 - **Targeted Support Strategy - Additional Targeted Support Strategy**
	30%	35%	85%	100%

	0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: Oppe Elementary expects students to be respectful, responsible and attend school regularly.

Performance Objective 2: Decrease office referrals from 10% (60) in 2022 to 8% (48) in 2023. Based on a enrollment of 600.

    High Priority

    HB3 Goal

    Evaluation Data Sources: PIEMS Report

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Although we had 9.75% (64) referrals in 22-23, we also had 624 students. That number is for 33 students or 5% of our total population. We continue to work on SEL with our students to help with their behavior.

Strategy 1 Details			Reviews			
Strategy 1: Continue to train teachers in the CHAMPS and Capturing Kids Hearts programs to reduce student referrals.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce student's missing class due to behavior and increase student success. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**			**Nov**	**Jan**	**Mar**	**June**
			40%	50%	65%	→
	0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 3: Oppe's Leadership Team will create highly effective teachers through intentional NIET practices and the continuum of "Doing, Understanding, Owning and Impact" and also with the Texas Lesson Study partnership.

Performance Objective 1: At least 95% of our teachers will be rated highly effective or effective for the 2022-23 year as measured through T-Tess and TIA

High Priority

HB3 Goal

Evaluation Data Sources: T-TESS and TIA Effectiveness Rubric

Summative Evaluation: Met Objective

Next Year's Recommendation: This year's T-Tess Summative scores showed that our lowest Domain, (2.2)Content Knowledge or Expertise, had 95% of our teachers scoring Proficient or above.

Strategy 1 Details	Reviews			
Strategy 1: Consistent walk-throughs, PLC's with Texas Lesson Study and individual discussions with teachers during pre and post conferences, administration will work to create highly effective teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Solid instruction will reflect student progress. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CSC **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	55%	55%	80%	100%
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

State Compensatory

Budget for Oppe Elementary

Total SCE Funds: $9,999.00
Total FTEs Funded by SCE: 0.4
Brief Description of SCE Services and/or Programs

REACH Content Specialist are used to pull out groups of students showing gaps in reading skills. These tutors will utilize the LLI intervention program.

Personnel for Oppe Elementary

Name	Position	FTE
Alison McDowel	REACH Content Specialist	0.1
Colleen Loza	REACH Content Specialist	0.1
Cynthia Sapio	REACH Content Specialist	0.1
Margaret Scofelia	REACH Content Specialist	0.1

Title I Personnel

Name	Position	Program	FTE
Debora Ferguson	Social Worker		0.05
Irene Ayon	Instructional Aide	Intervention Instruction	1.0
Maria Galindo-Moreno	Instructional Aide	Intervention Instruction	1.0
Randy Randle	Discipline Specialist		1.0
Toni Chapman	Reading Interventionist	Intervention Instruction	1.0