

**Weslaco Independent School District**  
**Sam Houston Elementary**  
**2019-2020 Campus Improvement Plan**



# **Mission Statement**

The mission of the administration, faculty, and community of Sam Houston Elementary is to provide a caring environment in which every child is respected and given the opportunity to develop character, values and leadership.

## **Vision**

At Sam Houston Elementary teachers inspire students to think independently and use innovative methods to engage in collaborative and higher-order learning while providing skills needed to compete in the 21st century.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Sam Houston Elementary is part of the Weslaco Independent School District and is situated in Hidalgo County in the Rio Grande Valley of South Texas. This campus is home to 764 students in grades PK through 5th grade. The current staff at Sam Houston Elementary is composed of 73 staff members.

According to the PEIMS Data Review of our campus profile, 99% of the student population is Hispanic, \_\_\_\_\_ are identified as At-Risk, 86% are identified as Economically Disadvantaged, and 26% are identified as English Language Learners. Other demographic information includes students receiving special services, 2 % are identified as Migrant and 7% are identified as Gifted and Talented.

Sam Houston is in its 5th year as a Leader In Me School. As a school wide initiative, the 7 Habits of Happy Kids are practiced and modeled on a daily basis by students as well as staff. Our students walk in the front doors every morning clearly understanding and working towards the expectations held for them. Each one of the students on our campus practice the 7 habits and recognize that to be a successful individual they have to work hard and begin with the end in mind.

### Demographics Strengths

- \* Sam Houston has many supportive parents that value the importance of education.
- \* The attendance rate has been one of the highest in the district.
- \* Sam Houston Elementary continuously supports students achievements, community participation, and fundraisers.
- \* Sam Houston Elementary promotes numerous students clubs and organizations. Students are encouraged to be involved and to participate in extracurricular activities such as the Hotshots Jump rope team, Cheerleading, Enrichment Clubs and Academic UIL.
- \* 25 teachers have 10 or more years of classroom experience.
- \* 27 teachers are Bilingually Certified
- \* 104 ELL students scored at Advanced or Advanced High on TELPAS

\* Rated an "A" campus with 4 Distinctions earned on the Spring 2019 STAAR Assessment

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a need for improvement in growth in 4th grade STAAR writing. Including the specific populations of ELL's, SPED, Migrant and Economically Disadvantaged. **Root Cause:** Identified students lack of foundational writing skills such as, planning, drafting, revising, editing and publishing.

# Student Academic Achievement

## Student Academic Achievement Summary

Sam Houston Elementary is provided a detailed overview of the successes and necessary improvement through TEA on a yearly basis.

### Accountability Rating:

**Student Achievement** – Represents a snapshot of performance across all subjects, on both general and alternative assessments, at an established performance standard. *(All*

*Students)*

**Student Progress** – Provides an opportunity for diverse campuses to show improvements made independent of overall achievement levels. Growth is evaluated by subject

and student group. *(All Students; Student Groups by Race/Ethnicity; English Language Learners; Special Education)*

**Closing Performance Gaps** – Emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district. *(All Students; Student Groups by Race/Ethnicity)*

**Postsecondary Readiness** – Includes measures of high school completion, and beginning in 2014, State of Texas Assessments of Academic Readiness (STAAR®) performance at the postsecondary readiness standard. This measure emphasizes the importance of students receiving high school diplomas that provide the foundation necessary for success in college, the workforce, job training programs or the military. *(All Students; Student Groups by Race/Ethnicity; English Language Learners; Special Education)*

### Performance Index Summary:

	Component Score	Scaled Score	Rating
Overall		94	Met Standard "A" Rating
Student Achievement		89	Met Standard
STAAR Performance	59	89	Met Standard "B" Rating

	Component Score	Scaled Score	Rating
School Progress		91	Met Standard "A" Rating
Academic Growth	81	89	Met Standard "B" Rating
Relative Performance	59	91	Met Standard "A" Rating
Closing the Gaps	100	100	Met Standard "A" Rating

### Student Academic Achievement Strengths

After analyzing and comparing our data from the previous year, we find that we continue to meet Student Academic Achievement strengths in:

- \* Mathematics
- \* Comparative Academic Growth
- \* Post Secondary Readiness
- \* Closing the Gaps

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Students have room for improvement in practicing higher level thinking skills using Bloom's taxonomy and Webb's Depth of Knowledge and in order to increase STAAR scores in all areas especially in Reading/Science. **Root Cause:** Students lack higher levels of cognitive rigor and complexity skills in order to perform on the Approaches , Meets and Masters level of the state accountability. (90,60,30)

**Problem Statement 2:** Teachers lack knowledge of differentiated strategies to better meet individual student needs. **Root Cause:** Teachers face different learning styles in the classroom and each child has different strengths and weaknesses, differentiation of instruction has to be in place and constantly evaluated.

**Problem Statement 3:** Students are scoring in the 70th percentile in Reporting Category 3 (Editing). **Root Cause:** Teachers need to continuously model functions of parts of speech in content of reading, writing and speaking, as well as, edit drafts for grammar, mechanics and spelling.



# **School Processes & Programs**

## **School Processes & Programs Summary**

Sam Houston Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The steps include:

- \* Clarifying the vision/mission for the campus
- \* Gather /analyze/identify data through Response To Intervention meetings with teachers (every 6 weeks)

### **Sam Houston's reading components in all Kinder through 5th grade classes includes:**

- \* Guided Reading
- \* Shared Reading
- \* Independent Reading
- \* Read Aloud
- \* Phonemic Awareness ( PK-1st ) , SIPPS instruction (k-2nd), Phonics Instruction (through 3rd grade)

### **Reading Assessments that assist the teachers in identifying students strengths and weaknesses:**

- \* Individualized Reading Inventory (IRI) is conducted on all readers in Kinder through 5th.
- \* Istation is used in the computer labs and in the classroom during reading stations for the required minutes for Tier 1,2, and 3 students.

### **Writing:**

The district has also been providing extensive training in writing such as Abydos and Writing Academies for K-4th grade. District has also purchased Education Galaxy.

### **Mathematics:**

- \* Imagine Math(3rd-5th)
- \* Reflex Math (1st-5th)
- \* Reasoning Minds: Blueprints (Kinder-1st)
- \* Reasoning Minds: Foundations and STAAR Readiness (3rd-5th)
- \* Reasoning Minds: STAAR Readiness ( 3rd-5th grade)
- \* Pearson Math (Kinder-5th)

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

Sam Houston Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of a planning process and the driving force impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators collected data in collaboration with other educators. Strengths and problems were identified. Root causes were explored and the entire CNA was reported to the site-based planning team. The team was given time to reflect on the data, the strengths, problem statements, and questions were clarified. When the team felt that all appropriate data had been discussed and reviewed, this step of an ever-developing CNA process was finalized and written in Plan4Learning.

### **2: Schoolwide Reform Strategies**

Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. This plan reflects the following strategies:

1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
2. Identify how each strategy strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Explore optional strategies used to support core areas.

6. Identify programs that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group, to determine the program's effectiveness which meets the needs of all students.

### **3: Instruction by highly qualified professional teachers**

Instruction by highly effective, state-certified professional teachers is an important component of the schoolwide plan.

To ensure that instruction is provided by highly effective teachers, trainings are provided which include:

1. Provide time off for targeted, high-quality professional development.
2. Provide an mentor system for teachers new to the campus and to the district.
3. Afford teachers the opportunity to observe master teachers.
4. Provide professional development for existing programs prior to new school year for new and existing staff.
5. Monitor effectiveness of teachers by frequent walk-throughs and constructive feedback.
6. Provide training and opportunities in collaboration with formative and summative student achievement data.
7. Implement strategies to provide a network of communication amongst teachers and administrators.
8. Ongoing professional development for teachers, principals, paraprofessionals, support staff, parents, and other staff.

Sam Houston Elementary utilizes effective and ongoing professional development to ensure teachers and others are equipped to expedite the challenge of helping students meet the state's academic achievement standards.

Procedures include:

1. Select appropriate professional development that meets the needs of all principals, teachers, paraprofessionals, parents, and others as needed.

2. Provide opportunities for all staff to obtain training on campus programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations in order to increase student performance.
4. Allow teachers to attend professional development throughout the year on content areas specific to teacher's assignment.
5. Teachers plan collaboratively according to assigned subject area. Planning allows teachers the opportunity to desegregate data to compare and contrast objectives covered and assessed.

#### **5: Recruitment of highly qualified educators**

Sam Houston Elementary follows district procedures for recruiting and attracting effective, state certified teachers.

Please refer to the district recruiting procedures that are located at the WISD Human Resources office.

#### **6: Strategies to increase parental involvement. Sam Houston Elementary understands the authenticity of parental involvement; therefore parental engagement is a key factor to student success.**

- The Parent Involvement Director leads a campus parent advisory team.
- Each year, it is ensured that the parent advisory team mirrors the composition of the student population so that opinions/ideas are validated.

Additionally, as activities are developed by the campus, plans are reviewed by the advisory team to ensure quality. The parent team is in charged of assessing activities and projects which impact family life. As a result, better decisions are made to increase and strengthen parental involvement.

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Although this component primarily addresses the transition from early childhood into elementary,

Sam Houston Elementary understands the importance of creating coping skills to assist students with

adjustment/transition. District staff collaborates with campus staff to provide parent orientation, campus tour, meet the teacher night, pre-registration sessions with the counselors, etc.

**8: Measures to include teachers in the decision making regarding academic assessments in order to improve the achievement of individual students and the overall instructional program.**

In addition to STAAR results, teachers collect and analyze current data on assessments that describe student achievement. The data is retrieved from formal/informal assessments, such as observations, campus-based assessments, or end-of-unit exams. The campus provides teachers with professional development to increase their understanding of the appropriate uses of multiple assessment measures. Assessment data is then used to improve instruction. Each grade level is represented in the formative review process for the improvement plan. This allows teachers to consistently evaluate the effectiveness of the academic programs by analyzing student progress.

**9: Strategies which ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

- Each grade level identifies individual students who need additional learning time in order to meet grade level standards.
- The teachers provide those students with timely, additional assistance that targets and is tailored to their needs.
- The assistance and support looks different at each grade level and is available to all students in need.

**10: Coordination and integration of federal, state and local services and programs**

Sam Houston Elementary is a schoolwide Title I district, with the flexibility to integrate services and programs which aims toward upgrading the entire educational program. By doing so, it affords all students the opportunity to reach Meets Standard and Masters Standard levels of achievement. In addition, through improvement planning and budgeting process, efforts to combine most federal, state, and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title I program.

**School Processes & Programs Strengths**

At Sam Houston, our teachers work very hard to strengthen the students skills in all academic areas.

Our staff:

\* Teacher's years of service

- \* Teacher's education
- \* Low teacher turnover rate
- \* Highly qualified teachers
- \* Bilingual Certified Teachers
- \* GT Core Trained Teachers
- \* Implements the Leader in Me Process
- \* Attends all district PLC meetings and share meeting minutes with fellow teachers and administration
- \* LAS Link Trained
- \* Track student data using Color-band
- \* Track student progress of Istation data, reading and phonics levels, CBA and benchmark results, and attendance.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Sam Houston Elementary did receive Quartile 1 in the following areas: Accelerated Student Progress in ELA/Reading, 4th grade Reading Performance (Masters level ), 5th grade Reading Performance (Masters level) **Root Cause:** Admin/Teachers must ensure that students approaching the Masters level continue to be challenged , examples: Power Hour, etc.

**Problem Statement 2:** Students in grades Pre-K-2nd are underperforming in Reading and are not attaining promotional levels. **Root Cause:** Teachers need to continue to utilize the SIPPS program on daily basis and ensure all students are working at appropriate levels.

# Perceptions

## Perceptions Summary

Sam Houston Elementary has a positive outlook on many aspects. We are considered a model school in the district. Through the attendance of a variety of school/community projects, we have received many accolades. Parents receive a monthly calendar so they can plan accordingly for activities and they can also visit the school for more information. Administration uses the School Messenger, a call out system, to keep parents informed about the current events. The participation of students, parents, and community leaders in the following events demonstrates a very positive perception.

- Awards assemblies
- Facebook page
- Neighborhood Little Library with community access
- Meet the Teacher/Open House/Technology Night
- Leadership Day
- Career Day
- Cultural Awareness Day(Native American /Museum, Wax Museum, Diez y Seis de septiembre, Cinco de mayo,Veteran's Day, Observance of 9/11, Dias de los Muertos...)
- Field Trips
- Parent Involvement Opportunities
- Monthly Parent Trainings
- Literacy Night
- Holiday Celebrations/ Programs
- STAAR Rallies
- Sam Houston Clubs
- Fall Fest
- Jump Rope Teams
- Vannie Cook Kids Helping Kids Campaign
- Feeding Needy Families of Sam Houston Elementary /Thanksgiving Sharing Baskets

Other positive perceptions from the community include:

- Partnering with our local HEB ( HEB Recycles & HEB Reads)
- Partnering with local Aurora house
- Partnering with local nursing homes
- Parent volunteers to beautify our school and assisting teachers with material preparation for daily lessons

Sam Houston Elementary is comprised of students in Pre-Kindergarten through Fifth grade. Student success is celebrated in a variety of ways. At Sam Houston Elementary we have an awards ceremony every twelve weeks in which students are recognized for perfect attendance, honor roll, Leader in Me , and Accelerated Reader. Jr. Lighthouse/ Mini Lighthouse members serve as greeters and masters of ceremonies during awards assemblies. Sam Houston participates in the Leader in Me process. Sam Houston Elementary staff and administration meet five times a school year to discuss students progress (SPR). School safety continues to be emphasized at Sam Houston. Safety drills will be conducted on a monthly basis.

### **Perceptions Strengths**

Sam Houston is much more than a building that students come to for an education. It is a family, community, a second home for all the children and their families. Day in and day out the entire staff works hard to make sure that the environment is safe and inviting.

Factors observed:

- \* A safe and positive learning environment with differentiated instruction for all students
- \* Technology rich environment for all students
- \* Full Implementation of The Leader In Me
- \* High Parent Participation
- \* STAAR Academic Achievement
- \* High Attendance Rates
- \* Positive Teacher Morale
- \* Students practice leadership skills on a daily basis
- \* Encouragement of students to reach their 1.8 million words per year goal

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parents get upset when they are asked to follow district guidelines stated in student handbook. **Root Cause:** Parents lack understanding of Student Handbook guidelines dealing with dress and grooming policies.



# Priority Problem Statements

**Problem Statement 1:** There is a need for improvement in growth in 4th grade STAAR writing. Including the specific populations of ELL's, SPED, Migrant and Economically Disadvantaged.

**Root Cause 1:** Identified students lack of foundational writing skills such as, planning, drafting, revising, editing and publishing.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students have room for improvement in practicing higher level thinking skills using Bloom's taxonomy and Webb's Depth of Knowledge and in order to increase STAAR scores in all areas especially in Reading/Science.

**Root Cause 2:** Students lack higher levels of cognitive rigor and complexity skills in order to perform on the Approaches , Meets and Masters level of the state accountability. (90,60,30)

**Problem Statement 2 Areas:** Student Academic Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- 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
- TTESS data
- Equity data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals



## Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders

**Performance Objective 1:** By Spring 2020, the total number of students scoring at approaches, meets and masters on the STAAR assessments will increase from 91/59/26 to 92/65/35.





**Evaluation Data Source(s) 1:** STAAR Data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure teachers are using the Guidelines for lesson planning * Attend all district staff development in the core subjects and require all information be shared at grade level meeting. Ensure staff consistently uses the T-TESS Rubric to guide and drive their instruction		Pre-K Teachers Campus Administration Support Staff	Pre-K students will be expected to do the following: * Recognize 24 uppercase and lowercase letters and sounds * Recognize 1-20 * Count orally 30 plus				
2) Ensure teachers are using the TEKS Resource System and data from Aware, for lesson planning (Forethought) * Attend all district staff development, including PLCs in the core subjects and require all information be shared at grade level meeting. Ensure staff consistently uses the T-TESS Rubric to guide and drive their instruct	2.4, 2.5, 2.6	KG - 2nd Teachers Campus Administration Support Staff	K-2nd grade Reading levels will continue to improve .				
<b>Funding Sources:</b> State Comp Ed (SCE) - 10000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Ensure teachers are using the TEKS Resource System and data from Awaes, for lesson planning (Forethought) * Attend all district staff development, including PLCs in the core subjects and require all information be shared at grade level meeting. Ensure staff consistently uses the T-TESS Rubric to guide and drive their instruction	2.4, 2.5, 2.6	3rd - 5th grade Teachers Campus Administration Support Staff	3rd-5th grade will attain 65% Meets and 35 % Mastery				
	<b>Funding Sources:</b> State Comp Ed (SCE) - 10000.00						
4) Provide additional tutoring during Saturday School and/or Extended Day and during school tutoring for students who fail Benchmarks/ CBA's in Reading, Writing, Math and/or Science. Utilize Education Galaxy STAAR aligned software for all subjects.	2.4, 2.5, 2.6	3rd - 5th Teachers Campus Administration	After targeting areas of weakness, using datafrom CBA's and STAAR assessments students will master content and be able to apply strategies and skills.				
	<b>Funding Sources:</b> State Comp Ed (SCE) - 125319.00, Title 1, Part A - 78949.00						
5) Provide training and Incorporate Writing Academy Strategies : * OCTO Surgery * CAFE *TWA *Expository Prompts *Introduction Strategies *Abydos *Education Galaxy *Pearson	2.4, 2.5, 2.6	PK-5th Teachers Campus Administration	Performance on Reading and Writing assessments will improve including: *CBAs *District Benchmarks *STAAR Assessments * Istation * Waterford				
6) Positive reinforcement will be used for students passing benchmarks and increased scores. This will also be used for students meeting attendance goals, AR goals, and classroom goals. Incentives will be provided for the students : Spirit Monkeys, Game room, Academic Celebrations, Novel Celebrations, AR Celebrations, Attendance Celebrations, Oriental Trading Incentives for students, etc.	2.5, 2.6	Admin. Counselors Coaches Teachers	Performance on Reading and Writing Assessments will improve including the following: * CBA's * District Benchmarks * STAAR assessments				
	<b>Funding Sources:</b> State Comp Ed (SCE) - 10391.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Provide the Staff with training resources on: * SIPPS * Herman-Method * Sharon Wells * Purposeful Learning * Writing Academy *STAAR Workbook resources *Curriculum Training *Pearson	2.5, 2.6	Campus Administration	Performance Assessments will improve including the following: * CBA's * District Benchmarks *STAAR Assessments * Istation * IRI's				
8) Colorbands- Teachers will use the "Colorbands" tracking system to measure student progress throughout the year. (Every six weeks teachers will review.)	2.4	Teacher Campus Admin.	Teachers will see progress on CBA's, Benchmarks and other assessments. ( Color progression)  Teachers in grades K-2nd will use math benchmarks and istation reports to track student progress.  Students will set goals , monitor growth and make active learning choices.				
9) Meet with campus staff to review student data, progress monitoring, effective instructional practices, and intentional planning,  Teachers will attend:  Campus PLC's  Weekly Lesson Planning  RTI Meetings	2.4, 2.5, 2.6	Teacher Campus Admin. Counselors	Improved student performance for all populations.  Improve reading levels across grade levels.				
	<b>Funding Sources:</b> State Comp Ed (SCE) - 83684.00						
10) Teachers will utilize researched based hands on activities in order to increase student engagement and overall student performance.  1. ) Collaborative Group Activities 2.) Book Projects 3.) Foldables 4.) Collages 5.) Journals	2.4, 2.5, 2.6	Teachers, Campus Admin.	Great classroom participation, collaboration and practice with Reading, Writing and Speaking.				
	<b>Funding Sources:</b> State Comp Ed (SCE) - 57250.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
11) Students will be required to create a Science Project and QUEST students will be required to participate in District and Campus Science Fair. This will help the students develop their inquiry skills and have the opportunity to participate in valuable learning experiences.	2.4, 2.5, 2.6	Teachers Campus Admin.	Students will have the opportunity to explore and perform experiments and research. Students will improve performance on Science benchmarks and CBA's.				
12) Differentiated instruction will be in place to ensure that all students academic needs are met. The following will take place to ensure that: * instructional rounds by administration * walk-throughs ( feedback) * staff development * team planning time * administrator/ teacher planning	2.4, 2.5, 2.6	Admin. Teachers	All students will show significant improvement in the areas of math, science, reading and writing. There will be meaningful, purposeful learning taking place in the classrooms and students will be on task.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							







**Goal 1: STUDENT SUCCESS/LITERACY FOCUS**-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders

**Performance Objective 2:** By Spring 2020, students in Special Education will increase their scores from: 77/50/10 to 80/55/15 in Reading STAAR  
90/63/3 to 90/65/15 in Math STAAR  
45/18/0 to 70/25/5 in Writing STAAR  
88/88/25 to 90/90/30 in Science STAAR

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Special Education students in 3rd and 4th grade who placed in Tier III on Istation will receive 30 minutes of intensive phonics instruction to help them achieve fluency. Students that placed in Tier III on Istation.	2.4, 2.5, 2.6	Admin. Special Ed Teachers	Formative CBA's Benchmarks, Summative STAAR Scores				
2) Saturday School- Selected students in 3rd to 5th grade will work on specific objectives needed to master the STAAR.	2.4, 2.5	SPED Teachers  General Ed teachers  Admin.	Increased scores on all STAAR assessments.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS**-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders

**Performance Objective 3:** By Spring 2020, students scoring at approaches, meets, and masters will increase from 95/62/33 to 95/65/35 in Math STAAR.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) In Pre-K through 5th grade, in all programs, the teachers will address math vocabulary and word meaning, math operations, estimating, rounding and geometric figures on a daily basis. This will enable the students to internalize the concepts taught and to develop a strong fundamental understanding. Teachers will also utilize the vocabulary from the TEKS Resource System.	2.4, 2.5, 2.6	Admin. Teachers Math Strategist	Performance on Math assessments will improve including: * CBA's * DIstrict Benchmarks * STAAR				
2) 4th grade Math teachers will begin a "Blended Classroom" . This program will ensure small group instruction. - Reasoning Minds - Imagine Math (3-5th grd) -Imagine Math Blueprint (Pk-2nd) - Reflex Math	2.4, 2.6	Admin. Teachers ITC					
3) Students in 3rd to 5th grade will increase their math comprehension ability through use of STAAR booklets and Online programs such as but not limited to: Education Galaxy, Reflex Math, Reasoning Minds	2.4, 2.5, 2.6	Admin. Teachers	Performance on Math assessments will improve including: * CBA's * DIstrict Benchmarks * STAAR				
4) Meet with campus staff to review student data, progress monitoring, and effective instructional practices. Coordinate staff development to assist teachers in improving their teaching strategies.  New teachers will be monitored.	2.4, 2.6	Admin. Counselors	Performance on Math assessments will improve including: * CBA's * DIstrict Benchmarks * STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							





**Goal 1: STUDENT SUCCESS/LITERACY FOCUS**-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders

**Performance Objective 4:** By Spring 2020, students scoring at approaches/meets/masters will increase from 77/35/7 to 85/55/15 in Writing STAAR.

**Evaluation Data Source(s) 4:** STAAR Scores

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Grammer Camps- Teachers will conduct camps during the school year to focus on the lowest objectives.</p> <p>These camps will take place before and/or after each writing benchmark .</p> <p>Focus will be on the lowest performing objectives.</p> <p>The goal will be to increase scores in all areas with an emphasize on Meet and Masters scores.</p>	2.4, 2.6	Admin. Teachers ITC	Growth will reflect in the students assesments such as: CBA's Benchmarks STAAR				
<p>2) The Writing Academy : 4 day training that will assist in teaching, practicing, and reinforcing grammer objectives. Teachers will also receive training on expository writing techniques. Strategies will include a variety of differentiated strategies that will assist all learners with a focus on all that are at risk of failing.</p>	2.4, 2.6	Admin. Teachers CIF will monitor through observations . ITC					
<p>3) Expository Writing Camp: The focus on this camp will be to improve writing scores by monitoring students closely as they go through the entire writing process.</p>	2.4, 2.6	Admin. ITC Teachers	Increase writing scores.				
<p>4) Meet with campus staff to review student data, progress monitoring, and effective instructional practices.</p>	2.4	Admin. Teachers	Improved performance for all population on benchmarks and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Colorbands - Teachers will use the "Color-band" tracking system to see the progress the students are making.	2.4	Admin. ITC Teachers	Teachers will see progress on: *CBA's * Benchmarks * Six Weeks Tests  Students will have a visual on where they stand academically as far as test scores.				
6) Saturday School- Selected students 4th grade will work on specific objectives needed to master the STAAR.	2.4, 2.5	Admin. Teachers	To increase writing scores.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							





**Goal 1: STUDENT SUCCESS/LITERACY FOCUS**-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders

**Performance Objective 5:** By Spring 2020, students scoring at approaches/meets/masters will increase from 88/70/25 to 92/70/35 in Science STAAR.

**Evaluation Data Source(s) 5:** STAAR Scores

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will be required to create a Science project. QUEST students will be required to participate in Campus District Science Fair.	2.4, 2.6	Admin. Teacher	Formative: Science Fair Projects  Summative: Science Fair Results Campus Representation				
2) Students will attend Science field trips to create prior knowledge needed to understand a particular topic.  * Physical Science * Earth Science * Earth and Space * Life Science		Admin. Teachers	Formative: Class work Journals				
3) Meet with campus staff to review students data, progress monitoring, and effective instructional practices.	2.4	Admin Teachers	Improved performance for all students on benchmarks and STAAR.				
4) Colorbands- Teachers will use the "Colorband" tracking system to see the progress students are making.		Admin Teachers ITC	STAAR classrooms will see the progress in the following:  *CBA's * Benchmarks * Six weeks test  Visual for students on how they move from one color to the next.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Saturday School- Selected 5th grade students will work on specific objectives needed to master the Science STAAR.	2.4, 2.5, 2.6	Admin. Teachers ITC	Increased Science scores in Approaches, Meets and Masters.				
6) 5th grade students will do a minimum 40 % of the instructional week will be devoted to standards based inquiry science instruction.  *Labs*		Admin. Science teachers ITC	Formative: Classwork, Science Journals, Quizzes, Stemsscopes  Summative: STAAR scores				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS**-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders





**Performance Objective 6:** By Spring 2020, students scoring at approaches/meets/masters will increase from 93/60/27 to 95/65/35 in Reading STAAR.

**Evaluation Data Source(s) 6:** STAAR scores

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will utilize researched based hands-on activities in order to increase student engagement and achieve a higher performance.  1. Foldables 2. Collaborative Group Activities 3. Book Projects 4. Collages	2.4	Admin. Teachers ITC	Formative: Projects  Summative: EOY Student Performance on benchmarks				
2) All limited proficient students, including parental denials, in grades Kinder through 5th will be administered the TELPAS to monitor the adequate progress in the English language acquisition. The goal is to show that 60% of students have achieved the PBMAS goal of attaining an Advanced High on the reading section of this instrument after having received SIOP strategies.		Admin. Teachers Counselor ITC					
3) Students in 3rd through 5th grade will increase their writing/reading comprehension ability through the use of STAAR booklets and online programs such as but not limited to: *Education Galaxy * Prodigy	2.4	Admin. Teachers Parents	Formative: Benchmarks CBA's  Summative: STAAR scores				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Colorbands- Teachers will use the "Color-band" tracking system to see the progress their students are making.	2.4	Admin. Teachers	STAAR classrooms will see the progress in the following: *CBA's * Benchmarks * Six weeks test  Visual for students on how they move from one color to the next.				
5) SIPPS kits K-2nd grade	2.4	Teacher CIF	Students reading levels will improve.				
6) Saturday School- Selected students in 3-5th grade will work on specific objectives needed to master the STAAR.  Materials: 1. Complex Reading in Context 2. Reading by Genre 3. Complex Genre Analysis 4. Reading Rehearsal Plus	2.4, 2.5, 2.6	Admin. ITC Teachers	Improvement in STAAR scores				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





## Goal 2: Engaging Learning Environments-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

**Performance Objective 1:** Sam Houston Elementary staff and students will incorporate technology rich lessons into their classroom.

**Evaluation Data Source(s) 1:** District Technology Plan  
Campus Technology Needs Assessment

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Sam Houston staff will be provided with professional training on campus computer software programs, blended learning, Google Apps and integration of technology in their daily lessons.	2.4, 2.5, 2.6	-Admin. -Instructional Technology Coach	Teachers will increase opportunities for greater differentiation, personalized learning and small group instruction which will lead to higher reading levels, greater math, science, reading and writing scores.  Student growth will be present.				
<b>Funding Sources:</b> State Comp Ed (SCE) - 0.00							
2) Students in Pre-K through fifth grade will use technology to develop reading and math skills. Technology will include Elmo, Clear Touch Panels, Chromebooks, televisions, I-pads, Computers-desktop and laptops, document cameras, printers, ink, media carts, speakers, laminating machines, scanners, mounted projectors, class sets of headphones for student use, etc. * Instructional assistants will facilitate students as they utilize technology for academic acceleration/remediation	2.4, 2.5, 2.6	-Administration -Teacher -Instructional Technology Coach -Instructional Coach	Increased scores in assessments such as: Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels - BOY, MOY, EOY STAAR Scores 6 week report Cards				
<b>Funding Sources:</b> Title 1, Part A - 49016.00							



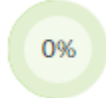

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, printers, projectors, scanners, cameras, apps, online resources, laptops, light bulbs, software, Document cameras/projectors and toner/ink for printers.	2.4, 2.5, 2.6	-Admin. -Instructional Technology Coach -Teacher	Students will have the resources needed to be successful when completing assignments, inquiry base projects in the classroom environment.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 2:** Engaging Learning Environments-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

**Performance Objective 2:** Conduct Monthly Fire/ Lockdown Drills and Ensure Student Safety before, during, and after school

**Evaluation Data Source(s) 2:** Reports to Safety and Security Department and Weslaco Fire Department, and Campus Documentation

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Classroom teachers will review fire drill/lock down safety with students, and support and office staff and administration will monitor students during monthly fire drills/lock downs.		Principal CTC Teachers CIF	Staff and students will be knowledgeable of how to respond if a fire emergency would arise.  Student safety is key.  Reaction times will improve.				
2) Work with WISD and Safety and Security to ensure drop off and pick up areas are safe for parents, students, and staff.		Admin. and Staff	Staff and students will be knowledgeable of drop off and pick up procedures.Student safety is key.				
* Ensure students health needs are being met on a daily basis.	<b>Funding Sources:</b> Title 1, Part A - 49016.00						
3) Update playground equipment, building/grounds, and indoor/outdoor equipment/supplies to ensure a safe school. Ensure that proper measures are taken so that playground/outside areas are safe for students.	2.4, 2.6	Admin. Security Custodians	Student safety is key. Ensure that equipment is safe for the students.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 2:** Engaging Learning Environments-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

**Performance Objective 3:** Sam Houston Elementary students and staff will complete Internet Safety training using the Common Sense Media curriculum.

**Evaluation Data Source(s) 3:** Completion of required lessons and certificates

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ITC will assist in completing lessons in order to ensure students are well informed and understand what Common Sense Media is.		Admin. ITC Teachers	Staff will be knowledgeable in area.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							





### Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS- Foster exceptional community service, open communication, and positive collaboration for student success.

**Performance Objective 1:** To strengthen and increase our parental involvement and community engagement in schools by 10%.

**Evaluation Data Source(s) 1:** Parental involvement sign- in sheets

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Sam Houston will provide parent meetings to encourage participation and attendance. These meetings will be made available both during the day and in the evening to accommodate the parents. This will also increase collaboration between home and school to support parental involvement and student achievement.	3.1, 3.2	Administrators Parent liaison	Parent-school-partnerships will improve the school, strengthen the family, and increase student achievement and success.				
				Funding Sources: Title 1, Part A - 35020.00			
2) In order to ensure that the school, the parents and the students all work as a team towards the students academic success, a School-Parent-Student Compact will be sent home at the beginning of every school year. This compact will be signed by the parent and student.	3.1, 3.2	Administrators Parent Liason Teachers	Student goals and expectations will be available to parents and this will assist in increasing student success. * Leadership binders * Colorbands				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Utilize all forms of contact with parents including parent/teacher conferences, student homework logs, behavior logs/ ClassDoJo, monthly parent calendar, school messenger, KWES, social media such as Facebook account, six weeks awards assemblies, Meet the Teacher, Fall Festival/ Literacy Night, Open House, and Absence Call Out Program, and Parent Center meetings.  Parent Teacher Conference form will be signed and filed in student cumulative folder.	3.1, 3.2	Teachers, Campus Administration, Counselors, Parent Specialist	Parent-school-partnerships will improve the school, strengthen the family, and increase student achievement and success.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

## Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high- quality research-based professional development and continuous support for all employees.

**Performance Objective 1:** Improve instruction for all student body including ELL, special education, at-risk, migrant and economically disadvantaged

**Evaluation Data Source(s) 1:** STAAR Data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers in grades K-5th will attend PLC meetings that support language arts, math, science, and social studies frameworks.  Teachers will have all updates of curriculum and be able to implement the activities successfully.  Use of the TEKS Resource system	2.5, 2.6	Administration Teachers District Content Strategists Instructional Technology Coach	Teachers will use this updates in data/resources to implement successful activities and make learning more purposeful.				
2) Teachers in grades K-5th will attend blended learning training. Teachers will continue to incorporate blended learning into their lessons.	2.4, 2.5, 2.6	Administration Teachers Instructional Technology Coach	Teachers District Content Strategists  Formative: SPR Sessions Lesson Plans Walk Through T-Tess Student Learning Objective  Summative: STAAR Grade Level Meetings				
<b>Funding Sources:</b> Title 1, Part A - 93049.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



## Goal 5: FINANCIAL STRENGTH- Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.

**Performance Objective 1:** All district procedures will be followed when submitting all purchase orders.

**Evaluation Data Source(s) 1:** Purchase Orders, District Audits

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grade level chairpersons will plan all field trips in a timely manner to allow the school secretary time to gather all information needed to request purchase orders, complete all needed field trip documentation, order school buses, and cafeteria meals (if needed).		School Secretary, Principal, District Business Office	All district procedures will be followed to ensure a clean audit.				
	Funding Sources: State Comp Ed (SCE) - 0.00, General Fund - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Ensure teachers are using the TEKS Resource System and data from Aware, for lesson planning (Forethought) * Attend all district staff development, including PLCs in the core subjects and require all information be shared at grade level meeting. Ensure staff consistently uses the T-TESS Rubric to guide and drive their instruct
1	1	4	Provide additional tutoring during Saturday School and/or Extended Day and during school tutoring for students who fail Benchmarks/ CBA's in Reading, Writing, Math and/or Science. Utilize Education Galaxy STAAR aligned software for all subjects.

# State Compensatory

## Budget for Sam Houston Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
164.11.6119.27.103.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$69,761.00
164.13.6119.00.103.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$72,168.00
164.11.6129.27.103.8.30	6129 Salaries or Wages for Support Personnel	\$29,263.00
164.12.6129.00.103.8.30	6129 Salaries or Wages for Support Personnel	\$30,291.00
164.23.6129.00.103.8.30	6129 Salaries or Wages for Support Personnel	\$19,601.00
164.11.6141.00.103.8.30	6141 Social Security/Medicare	\$364.00
164.11.6141.27.103.8.30	6141 Social Security/Medicare	\$1,012.00
164.13.6141.00.103.8.30	6141 Social Security/Medicare	\$1,046.00
164.23.6141.00.103.8.30	6141 Social Security/Medicare	\$284.00
164.11.6142.00.103.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.103.8.30	6142 Group Health and Life Insurance	\$139.00
164.13.6142.00.103.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6142.00.103.8.30	6142 Group Health and Life Insurance	\$14.00
164.11.6143.00.103.8.30	6143 Workers' Compensation	\$75.00
164.11.6143.27.103.8.30	6143 Workers' Compensation	\$210.00
164.12.6143.00.103.8.30	6143 Workers' Compensation	\$91.00
164.13.6143.00.103.8.30	6143 Workers' Compensation	\$217.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
164.23.6143.00.103.8.30	6143 Workers' Compensation	\$59.00
164.11.6145.00.103.8.30	6145 Unemployment Compensation	\$23.00
164.11.6145.27.103.8.30	6145 Unemployment Compensation	\$63.00
164.12.6145.00.103.8.30	6145 Unemployment Compensation	\$27.00
164.13.6145.00.103.8.30	6145 Unemployment Compensation	\$65.00
164.23.6145.00.103.8.30	6145 Unemployment Compensation	\$18.00
164.11.6146.00.103.8.30	6146 Teacher Retirement/TRS Care	\$565.00
164.11.6146.27.103.8.30	6146 Teacher Retirement/TRS Care	\$2,252.00
164.12.6146.00.103.8.30	6146 Teacher Retirement/TRS Care	\$681.00
164.13.6146.00.103.8.30	6146 Teacher Retirement/TRS Care	\$1,624.00
164.23.6146.00.103.8.30	6146 Teacher Retirement/TRS Care	\$441.00
<b>6100 Subtotal:</b>		<b>\$241,912.00</b>
<b>6200 Professional and Contracted Services</b>		
164.13.6219.57.103.8.30	6219 Professional Services	\$405.00
<b>6200 Subtotal:</b>		<b>\$405.00</b>
<b>6300 Supplies and Services</b>		
164.11.6399.00.103.8.30	6399 General Supplies	\$18,750.00
<b>6300 Subtotal:</b>		<b>\$18,750.00</b>



# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Sam Houston Elementary needs assessment was reviewed on October 5, 2018.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Lorena Moreno- CIF

Selma Gutierrez - Principal

Diana Lucio- Teacher

Norma Benitez- Teacher

Sonia Balboa- Parent

Isabel Guerrero- Teacher

Ivana Flores- Teacher

Roxanne Dillard-Teacher

Jessica Garcia-Teacher

April Segura-Teacher

Alma Pena- Teacher

Alejandra De La Rosa- Teacher

Maria Cavazos-Teacher

Sandra Rodelo- Teacher

Adriana Cantu- Counselor

## **2.2: Regular monitoring and revision**

November 15, 2018

## **2.3: Available to parents and community in an understandable format and language**

The Sam Houston Elementary Campus Improvement Plan is located on campus at the main office and at the Parental Involvement room(located in main office.)

You can also find the Campus Improvement Plan in the district's website ([www.wisd.us](http://www.wisd.us)) or in the Sam Houston Elementary website (<https://samhouston.wisd.us/>).

The campus improvement plan can be translated into Spanish if needed. For translation of the campus improvement plan, please contact the principal, Mrs. Selma Gutierrez at (956)969-6740. Mrs. Adriana Cantu, counselor, is the person whos serves as a translator at Sam Houston Elementary.

## **2.4: Opportunities for all children to meet State standards**

See pages, 17-23

## **2.5: Increased learning time and well-rounded education**

\* Methods and instructional strategies that strengthen the academic school program

See pages, 17-22

\* Increase the amount of time and quality of learning time,

See pages, 17-19

\* Academic programs that help provide and enriched and accelerated curriculum that includes programs , activities and course necessary to provide a well - rounded education

See pages, 17-19

## **2.6: Address needs of all students, particularly at-risk**

See pages, 17-19, 21, 24-25

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy Committee

1. Yolanda Almazan- Parent Specialist

2. Selma Gutierrez- Principal

3. Adriana Cantu- Counselor

2. Jessica Balboa - Parent

3. Sonia Flores - Parent

4. Sylvia Vasquez -Parent



## 5. Heather Lucio -Parent

The Sam Houston Elementary and Family Engagement Policy can be found at <https://samhouston.wisd.us/> , at the parent meetings, and at the Parent Involvement Room ( in main office.)

The Sam Houston Elementary Parent and Family Engagement Policy can be translated into spanish. Please see Mrs. Adriana Cantu, counselor, the person who serves as a translator at Sam Houston Elementary.

## **3.2: Offer flexible number of parent involvement meetings**

Date: September 12, 2018 Time: 8:00 a.m. and 5:30 p.m Location: Sam Houston Elementary Library

Date: September 14, 2018 Time: 8:30-11:00 a.m. Location: Sam Houston Staff Development room

Date: October 25, 2018 Time: 9:00 a.m. Location: Sam Houston Staff Development room

Date: November 15, 2018 Time: 9:00 a.m. Location: Sam Houston Staff Development room

## 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
counselor	Adriana Cantu	Counselor
Administrator	Lorena Moreno	CIF
Administrator	Selma Gutierrez	Principal
Classroom Teacher	Jessica Garcia	Teacher
Classroom Teacher	April Segura	Teacher
Classroom Teacher	Alma Pena	Teacher
Classroom Teacher	Alejandra De La Rosa	Teacher
Classroom Teacher	Maria Cavazos	Teacher
Classroom Teacher	Sandra Leal	Teacher
Classroom Teacher	Linda Herrera	Teacher
Parent	Leena Perez	Parent
Community Representative	Yolanda Cuadra	Community Representative

# Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Technology programs for teacher and supplies	164	\$10,000.00
1	1	3	Staff development		\$10,000.00
1	1	4	Mentors, Tutoring staff, Saturday School	164	\$125,319.00
1	1	6	Technology programs for teacher and supplies		\$10,391.00
1	1	9	Facilitating instruction/Reviewing Data	164	\$83,684.00
1	1	10	Classroom materials	164	\$57,250.00
1	1	10	Student general supplies	164	\$0.00
2	1	1	Technology Staff	164	\$0.00
5	1	1	Transportation-buses	199.11.6494.00.103.8.11	\$0.00
Sub-Total					\$296,644.00
Budgeted Fund Source Amount					\$327,785.00
+/- Difference					\$31,141.00
Grand Total					\$296,644.00