

Weslaco Independent School District
Sam Houston Elementary
2021-2022 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, 76% are identified as At-Risk, 87% are identified as Economically Disadvantaged, and 26% are identified as English Language Learners. Other demographic information includes students receiving special services, 3 % are identified as Migrant and 6% 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 student achievements, community participation, and fundraisers.
- * Sam Houston Elementary promotes numerous student 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 ten or more years of classroom experience.
- * 27 teachers are Bilingually Certified
- * 38% Advanced, 20% Advanced High of ELL students scored at Advanced or Advanced High on TELPAS
- * Rated an "A" campus with 4 Distinctions earned on the Spring 2019 STAAR Assessment (Mathematics, Comparative Closing the Gaps, Comparative Academic Growth and Postsecondary Readiness)

Accountability Ratings

Overall 94/A

Student Achievement 89/B

School Progress 91/A

Closing the Gaps 100/A

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for improvement in growth in 4th grade STAAR writing. Including the specific populations of ELL's (71%), SPED (45%) and Economically Disadvantaged.(74%) **Root Cause:** Identified students lack of foundational writing skills such as, planning, drafting, revising, editing and publishing.

Student Learning

Student Learning 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
School Progress		91	Met Standard "A" Rating
Academic Growth	81	89	Met Standard "B" Rating
Relative Performance	59	91	Met Standard "A" Rating

	Component Score	Scaled Score	Rating
Closing the Gaps	100	100	Met Standard "A" Rating

Reading (ALL)	Math (All)	Writing (ALL)	Science (ALL)
2018-2019 / BM 2	2018-2019 / BM 2	2018-2019 / BM 2	2018-2019 / BM 2
Meets 60% / 46%	Meets 62% / 59%	Meets 35% / 21%	Meets 70% / 56%
Masters 27% / 22%	Masters 33% / 33%	Masters 7% / 2%	Masters 25% / 25%
ECOS	ECOS	ECOS	ECOS
Meets 58% / 43%	59% / 54%	30% / 19%	68% / 56%
Masters 25% / 18%	28% / 39%	5% / 1%	23% / 22%
SPED	SPED	SPED	SPED
Meets 50% / 18%	63% / 21%	18% / 8%	88% / 36%
Masters 10% / 3%	3% / 7%	0% / 0%	25% / 25%
EL	EL	EL	EL
Meets 54% / 31%	64% / 48%	25% / 13%	57% / 72%
Masters 21% / 10%	32% / 35%	0% / 0%	21% / 21%

Student Learning 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 Learning Needs

Problem Statement 1: 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 2 (Prioritized): Students have room for improvement in practicing higher level thinking skills using Bloom's taxonomy and Webb's Depth of Knowledge 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 3: Students are scoring in the 70th percentile in Reporting Category 3 (Editing) in 2018-2019 STAAR **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 (4 times a week)

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. The district has also purchased Education Galaxy.

Mathematics:

- * Imagine Math (PK - 5th)
- * Reflex Math (2nd - 5th)
- * Pearson Math (Kinder - 5th)
- * Sharon Wells (2nd - 5th)
- * Education Galaxy (Pk-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, training are provided which include:

1. Provide time off for targeted, high-quality professional development.
2. Provide a 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 the new school year for new and existing staff.
5. Monitor the 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.

4. High Quality and On-going Professional Development

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 the teacher's assignment.
5. Teachers plan collaboratively according to the assigned subject area. Planning allows teachers the opportunity to desegregate data to compare and contrast the 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 in 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 charge 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 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 look different at each grade level and are 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 the 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 hard to strengthen students' skills in all academic areas.

Our staff is comprised of :

- * Teacher's years of service
- * Certified Teachers
- * Low teacher turnover rate
- * Highly qualified teachers
- * Bilingual Certified Teachers
- * GT Core Trained Teachers (all teachers complete a six-hour yearly training)
- * 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 2 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, differentiated instruction, and project based learning 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. The 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 Training
- 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 four times during the 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 ensure 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 daily
- * Encouragement of students to reach their 1.8 million words per year goal
- * Frequent celebrations to recognize/acknowledge student accomplishments.

Priority Problem Statements

Problem Statement 1: Students have room for improvement in practicing higher level thinking skills using Bloom's taxonomy and Webb's Depth of Knowledge in order to increase STAAR scores in all areas especially in Reading/Science.

Root Cause 1: 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 1 Areas: Student Learning

Problem Statement 2: There is a need for improvement in growth in 4th grade STAAR writing. Including the specific populations of ELL's (71%), SPED (45%) and Economically Disadvantaged.(74%)

Root Cause 2: Identified students lack of foundational writing skills such as, planning, drafting, revising, editing and publishing.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

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
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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 PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- 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

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
- 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-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college, career, military and service-ready leaders.

Performance Objective 1: By Spring 2022, the total number of students scoring at approaches, meets, and masters on the STAAR assessments will reflect the closing of the Covid-19 gap by returning to 2019 scores of 91/59/26 data.

Evaluation Data Sources: STAAR Data, I-station Reports, IRI, Benchmarks,NWEA MAP Reports,

Strategy 1 Details	Reviews			
Strategy 1: Monitor I-station Reports, daily/weekly, Review Pre-K Assessment (CLI-Circle) Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Pre-K Teachers Campus Administration Support Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: I-station Reports, Teacher observation / input / formative assessment * Attend staff development Ensure TEKS Resource system is used with fidelity to drive instruction. Strategy's Expected Result/Impact: K-2nd grade reading levels will improve by 10% compared to BOY levels. Staff Responsible for Monitoring: KG - 2nd Teachers Campus Administration Support Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: Analyze 2019 STAAR Data / 2020 Benchmarks / I-station Reports Target low performing TEKS using Individualized Instruction Ensure teachers are using the TEKS Resource System and data from Aware for lesson planning (Forethought) * Attend all staff development, including PLCs in the core subjects, and require all information to be shared at grade level meetings. Ensure staff consistently uses the T-TESS Rubric to guide and drive their instruction. Provide staff and students with the needed supplies to guide, promote, and facilitate student learning. Strategy's Expected Result/Impact: 3rd-5th grade will attain overall 60% Meets and 30 % Masters in all subject areas. Staff Responsible for Monitoring: 3rd - 5th grade Teachers Campus Administration Support Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Classroom supplies and resources - Title 1, Part A - 211 - \$19,764		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Provide additional tutoring (Saturday School Extended Day, Daily Tutoring Power Hour, Daily Intervention) for students who fail Benchmarks/ CBA's in Reading, Writing, Math, and/or Science. Pre-k in-class assistance. Utilize Education Galaxy STAAR and Imagine Math aligned software for all subjects as needed. Strategy's Expected Result/Impact: After targeting areas of weakness using data from CBA's and STAAR assessments, and analyzing Map Scores student scores will improve as they successfully apply strategies and skills. Staff Responsible for Monitoring: 3rd - 5th Teachers Tutors Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Mentors, Tutoring staff, Saturday School - State Comp Ed (SCE) - 164 - \$82,310, Mentors, Tutoring staff, Instructional assistance - Title 1, Part A - 211 - \$137,267.15		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: *Incorporate Writing Academy Strategies * OCTO Surgery * CAFE *TWA *Expository Prompts *Introduction Strategies *Abydos *Education Galaxy *Pearson Mentoring Minds/Think-Up Strategy's Expected Result/Impact: Performance on Writing assessments will improve by 10% in the following areas: *CBAs *District Benchmarks *STAAR Assessments Staff Responsible for Monitoring: PK-5th Teachers Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Positive reinforcement will be used for students passing benchmarks and increased scores. Incentives will also be used for students meeting attendance goals, AR goals, and classroom goals. Incentives will be provided for the students: Game room, Academic Celebrations, Novel Celebrations, AR Celebrations, Attendance Celebrations, for students, etc. Strategy's Expected Result/Impact: Students will have positive self-esteem, and continue to be motivated to continue to work hard in class and on exams. Staff Responsible for Monitoring: Admin. Counselors ITC Coaches Teachers Librarian Attendance Clerk Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Attendance monitoring / Student Incentives & Rewards - State Comp Ed (SCE) - 164 - \$26,153	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: Continued training where needed such as in: *NWEA MAP * SIPPS * Herman-Method * Sharon Wells * Purposeful Learning * Writing Academy *STAAR Workbook resources *Curriculum Training *Pearson *Guided Math Program *Technology programs such as I-Station, Imagine Math, Reflect Math, Education Galaxy, SpellingCity, RAZ KIDS Plus, Mentoring Minds. ST MATH Strategy's Expected Result/Impact: Teachers will be better equipped to provide practice-proven instructional tools and strategies that boost student literacy; help teachers understand what works and how to address the specific needs of students; and expand skills and improve instruction. Staff Responsible for Monitoring: Campus Administration Teachers Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Online Resources / Program Training/ Student Technology / student Incentives - Title 1, Part A - 211 - \$4,865.85		Formative			Summative
		Nov	Jan	Mar	June
Strategy 8 Details		Reviews			
Strategy 8: Colorbands- Teachers will use the "Colorbands" tracking system to measure student progress throughout the year. Strategy's Expected Result/Impact: Teachers will see progress on NWEA MAP, CBA's, Benchmarks and other assessments. (Color progression) Teachers in grades K-2nd will use NWEA MAP, math benchmarks and I-station reports, SIPPS, IRI's to track student progress. Students will set goals , monitor growth and make active learning choices. Staff Responsible for Monitoring: Teachers, ITC Campus Admin. Title I Schoolwide Elements: 2.4		Formative			Summative
		Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Meet with teachers to review student data, progress monitoring, effective instructional practices, and intentional planning, Teachers will attend: Grade Level Chair (District) Campus PLC's District PLC's Weekly Lesson Planning (PLC's) RTI Meetings Strategy's Expected Result/Impact: Help teachers dissect data and address students' specific needs to expand their understanding of needed skills and improve instruction. Staff Responsible for Monitoring: Teacher Admin. ITC 's Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Facilitating instruction/Reviewing Data - State Comp Ed (SCE) - 164 - \$90,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers will utilize researched-based hands-on/interactive activities using various school supplies such as composition books, binders, markers, folders, pencils, dry erase markers, glitters, and other related items to increase student engagement and overall student performance.</p> <p>1.) Collaborative Group Activities 2.) Project-based learning 3.) Foldables 4.) Collages 5.) Journals 6.) Nearpod 7.) Screencastify 8.) Flipgrid 9.) Padlet 10.) Kick 11.) Gizmo 12.) etc.</p> <p>Strategy's Expected Result/Impact: Blended learning environments where there is greater classroom participation, and collaboration, and an increase in scores.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Admin. ITC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Classroom materials - State Comp Ed (SCE) - 164 - \$15,441</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Students will be required to work on a Science Project and QUEST students will be required to participate in The Pursuit of Passion, A Texas Performance Standards Project. This will help the students develop their research skills and have the opportunity to participate in productive learning experiences.</p> <p>Strategy's Expected Result/Impact: Students will have the opportunity to explore and perform experiments and research. Students will improve performance on Science benchmarks and CBA's.</p> <p>Staff Responsible for Monitoring: Teachers GT Coordinator Campus Admin.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Differentiated instruction will take place to ensure that all students' academic needs are met including the following: * learning walks * constructive feedback * staff development * team planning time * administrator/teacher planning Strategy's Expected Result/Impact: Students' scores will steadily improve every six weeks in math, science, reading, and writing compared to previous assessments. There will be meaningful, purposeful learning in the classrooms, and students will be on task. Staff Responsible for Monitoring: Admin. Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Staff to monitor and support students and teachers - State Comp Ed (SCE) - 164 - \$85,173	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college, career, military and service-ready leaders.

Performance Objective 2: By Spring 2022, students in Special Education will reflect the closing of the Covid-19 gap by returning to 2019 scores as shown below:

77/50/10 to in Reading STAAR





90/63/3 to in Math STAAR

45/18/0 to in Writing STAAR

88/88/25 in Science STAAR

Evaluation Data Sources: NWEA Map Scores ,Benchmark and STAAR Data

Strategy 1 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Formative CBA's Benchmarks, Summative STAAR Scores Staff Responsible for Monitoring: Admin. Special Ed Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be tutored through Saturday School or Extended Day- Selected students in 3rd to 5th grade will work on specific objectives needed to master the STAAR. Strategy's Expected Result/Impact: Increased scores on all STAAR assessments. Staff Responsible for Monitoring: SPED Teachers General Ed teachers Admin. Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Accelerated Reading (AR) DEAR Time EPIC Strategy's Expected Result/Impact: Increase number of Millionaires Increase reading levels Increase benchmark scores Increase STAAR scores Staff Responsible for Monitoring: Admin. Librarian Instruction Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Assistance with AR books - State Comp Ed (SCE) - 164 - \$28,708		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college, career, military and service-ready leaders.

Performance Objective 3: By Spring 2022, students scoring at approaches, meets, and masters will return to pre-Covid scores of 95/62/33 in Math STAAR.

Evaluation Data Sources: NWEA, Map, Benchmarks and STAAR DATA

Strategy 1 Details		Reviews			
Strategy 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. Strategy's Expected Result/Impact: Performance on Math assessments will improve including: * CBA's * District Benchmarks * STAAR Staff Responsible for Monitoring: Admin. Teachers Math Strategist Title I Schoolwide Elements: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Math teachers will continue teaching using a "Blended Classroom". This will ensure small group instruction. - Imagine Math (1st-5th grade) -Imagine Math Blueprint (Pk-2nd) - Reflex Math Strategy's Expected Result/Impact: Six weeks scores will steadily increase as students master online objectives with a minimum of 70%. Staff Responsible for Monitoring: Admin. Teachers ITC Title I Schoolwide Elements: 2.4, 2.6		Formative			Summative
		Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Students in 3rd to 5th grade will increase their math comprehension ability through the use of STAAR booklets and Online programs such as but not limited to: Education Galaxy, Reflex Math, Imagine Math, Sharon Wells, Mentoring Minds Strategy's Expected Result/Impact: Performance on Math assessments will steadily improve including: * CBA's * District Benchmarks * STAAR Staff Responsible for Monitoring: Admin. Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Meet with campus staff to review student data, progress monitoring, and effective instructional practices. During Power Hour, every other week, 3th -5th grade teachers will have the opportunity to meet and focus on Vertical Alignment of TEKS. New teachers will be monitored. Strategy's Expected Result/Impact: Performance on Math assessments will improve including: * CBA's * District Benchmarks * STAAR Staff Responsible for Monitoring: Admin. Counselors Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college, career, military and service-ready leaders.

Performance Objective 4: By Spring 2022, students scoring at approaches/meets/masters will return to pre-covid-19 scores of 77/35/7 or better in Writing STAAR.

Evaluation Data Sources: NWEA MAP, Benchmarks and STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Grammer Camps- Teachers will conduct camps during the school year to focus on the lowest objectives. These camps will take place before and/or after each writing benchmark . Focus will be on the lowest performing objectives. The goal will be to increase scores in all areas with an emphasize on Meet and Masters scores. Strategy's Expected Result/Impact: Growth will reflect in the students assessments such as: CBA's Benchmarks STAAR Staff Responsible for Monitoring: Admin. Teachers ITC Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Writing Academy: Writing teachers will incorporate strategies to assist in teaching, practicing, and reinforcing grammar objectives and expository writing techniques. Methods will include a variety of differentiated styles that will aid all learners with a focus on the at-risk of failing. Strategy's Expected Result/Impact: There will be a steady increase in writing scores for 4th-grade students. Lower-grade teachers will continue to reinforce writing techniques during all parts of lessons, especially writing centers. Staff Responsible for Monitoring: Admin. Teachers CIF will monitor through observations . ITC Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Expository Writing Camp: The focus on this camp will be to improve writing scores by targeting low performing TEKS and monitoring students closely as they go through the entire writing process. Strategy's Expected Result/Impact: The scores for our lowest-performing TEKS will increase. Staff Responsible for Monitoring: Admin. ITC Teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Meet with campus staff to review student data, progress monitoring, and effective instructional practices. Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR. Staff Responsible for Monitoring: Admin. Teachers Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Color bands - Teachers will use the "Color-band" tracking system to monitor student progress and to target individual learning needs. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Admin. ITC Teachers Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Saturday School or Extended Day (Virtually)- Selected students in 4th grade (writing) will work on specific objectives needed to master the STAAR. Strategy's Expected Result/Impact: To increase writing scores. Staff Responsible for Monitoring: Admin. Teachers Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college, career, military and service-ready leaders.

Performance Objective 5: By Spring 2022, students scoring at approaches/meets/masters will return to pre-covid-19 scores of 88/70/25 or better in Science STAAR.

Evaluation Data Sources: NWEA MAP, Benchmarks and STAAR Scores

Strategy 1 Details	Reviews			
Strategy 1: All students will be required to work on Science projects throughout the year. Gifted and Talented students will be required to participate in a Texas Performance Standards Project, The Pursuit of Passion. Strategy's Expected Result/Impact: Formative: Projects Summative: Campus Representation Staff Responsible for Monitoring: Admin. Teacher Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will attend Science virtual field trips to create prior knowledge needed to understand a particular topic. * Physical Science * Earth Science * Earth and Space * Life Science Strategy's Expected Result/Impact: Formative: Class work Journals Staff Responsible for Monitoring: Admin. Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Meet with campus staff to review students data, progress monitoring, and effective instructional practices. Strategy's Expected Result/Impact: Improved performance for all students on benchmarks and STAAR. Staff Responsible for Monitoring: Admin Teachers Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Colorbands- Teachers will use the "Colorband" tracking system to see the progress students are making. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Admin Teachers ITC	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Saturday School or Extended Day (Virtually)- Selected 5th-grade students will work on specific objectives needed to master the Science STAAR. Strategy's Expected Result/Impact: Increased Science scores in Approaches, Meets and Masters. Staff Responsible for Monitoring: Admin. Teachers ITC Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: 5th-grade students' instructional week will be devoted to standards-based inquiry science instruction. * Labs Strategy's Expected Result/Impact: Formative: Classwork, Science Journals, Quizzes, Stemscoptes Summative: STAAR scores Staff Responsible for Monitoring: Admin. Science teachers ITC	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college, career, military and service-ready leaders.

Performance Objective 6: By Spring 2022, students scoring at approaches/meets/masters will return to pre-covid-19 scores of 93/60/27 or better in Reading STAAR.

Evaluation Data Sources: NWEA MAP, Benchmarks and STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize researched based hands-on/interactive activities and online programs in order to increase student engagement and achieve higher performance.</p> <p>1. Foldables 2. Collaborative Group Activities 3. Book Projects 4. Collages 5. Screencastify 6. Nearpod 7. Padlet 8. Flipgrid 9. Google Classroom 10. Gizmo 11. Kick 12. Etc.</p> <p>Strategy's Expected Result/Impact: Formative: Projects targeting blooms taxonomy and DOK questions.</p> <p>Summative: EOY Student Performance on benchmarks</p> <p>Staff Responsible for Monitoring: Admin. Teachers ITC</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: All limited English 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. Proper testing of Las Links, Pre Las, and documentation must take place. Strategy's Expected Result/Impact: The goal is for all EL's to show growth on TELPAS. Staff Responsible for Monitoring: Admin. Teachers Counselor ITC Funding Sources: Personal to help with testing and documentation. - Title 1, Part A - 211 - \$29,902	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 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 * Flocabulary * Pearson Online * Gizmo * BrainPop Strategy's Expected Result/Impact: Formative: Benchmarks CBA's Summative: STAAR scores Staff Responsible for Monitoring: Admin. Teachers Parents Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Colorbands- Teachers will use the "Color-band" tracking system to see the progress their students are making. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Admin. Teachers Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: SIPPS kits K-2nd grade Strategy's Expected Result/Impact: Students reading levels will improve. Staff Responsible for Monitoring: Teacher CIF Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 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 Strategy's Expected Result/Impact: Improvement in STAAR scores Staff Responsible for Monitoring: Admin. ITC Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college, career, military and service-ready leaders.

Performance Objective 7: Staff and students will use Leader and Me to promote leadership and life skills for students and create a culture of student empowerment based on the idea that every child can be a leader.

Evaluation Data Sources: Students will participate in Leader in Me programs and Sam Houston will show an increase in student empowerment and leadership skills.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will take every opportunity to teach and model leadership skills using The Leader in Me / 7 Habits of Highly Effective People to create a culture of trust and engagement and empower students to lead their own lives and make a difference with others. Funding Sources: Leader in me membership and consultant fees - Title 1, Part A - Title II - \$8,850		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>					

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college, career, military and service-ready leaders.

Performance Objective 8: To assist all students at all grade levels with the proper library resources, materials and aligned classroom and library curriculum in order to ensure 70% of the students are prepared for the rigors of STAAR and all other academic curriculum.

Evaluation Data Sources: Staff responsible for monitoring: Admin, Campus Library Staff, Teachers

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college, career, military and service-ready leaders.

Performance Objective 9: During the 2021-2022 school year, 75% of core content classroom teachers will implement personalized, blended learning for high quality, engaging instructional practices along the continuum of learning environments.





Evaluation Data Sources: ITC, Classroom teachers

Goal 2: Engaging Learning Environments-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance along the continuum of learning environments.

Performance Objective 1: Sam Houston Elementary processes will be in place for safe and secure technology environments where staff and students incorporate technology rich lessons into their classroom.

Evaluation Data Sources: All students required to participate in internet safety lessons and activities. Digital Citizenship lessons using Common Sense Media curriculum, District Technology Plan
Campus Technology Needs Assessment





Strategy 1 Details		Reviews			
Strategy 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. Strategy's Expected Result/Impact: Teachers will increase opportunities for greater differentiation, personalized learning and small group instruction which will lead to higher reading levels, increased math, science, reading and writing scores. Student academic growth will be present. Staff Responsible for Monitoring: -Admin. -Instructional Technology Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 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 help students as they utilize technology for academic acceleration/remediation.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: -Administration -Teachers -Instructional Technology Coach -Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Personal to help run labs. - Title 1, Part A - 211 - \$38,383</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, iPad, desktops printers, projectors, scanners, cameras, apps, online resources, laptops, light bulbs, software, Chromebooks, mice, Document cameras/projectors and toner/ink for printers.</p> <p>Strategy's Expected Result/Impact: Students and teachers will have the resources needed to be successful when completing assignments and inquiry-based- projects in the classroom environment such as create videos, visuals, songs, music, digital art etc. These projects/lessons will help student achieve success at a higher level.</p> <p>Staff Responsible for Monitoring: -Admin. -Instructional Technology Coach -Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: Engaging Learning Environments-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance along the continuum of learning environments.

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

Evaluation Data Sources: Reports to Safety and Security Department ,Weslaco Fire Department, and Campus Documentation

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers will review fire drill/lockdown safety with students, office and support staff. Administration will monitor students during monthly fire drills/lockdowns. Strategy's Expected Result/Impact: Staff and students will be knowledgeable about how to respond if a fire emergency would arise. Student safety is key. Reaction times will improve. Staff Responsible for Monitoring: Principal CTC Teachers CIF	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Work with WISD and Safety and Security to ensure drop off and pick up areas are safe for parents, students, and staff. * Ensure students health needs are being met on a daily basis. Strategy's Expected Result/Impact: Staff and students will be knowledgeable of drop off and pick up procedures.Student safety is key. Staff Responsible for Monitoring: Admin. and Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Student safety is key. Ensure that equipment is safe for the students. Staff Responsible for Monitoring: Admin. Security Custodians Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: Engaging Learning Environments-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance along the continuum of learning environments.

Performance Objective 3: Provide assistance to students in need to ensure they are taken care of using the guidelines provided by the CDC. 3 W's -Wash hands, Watch your Distance, Wear your Mask.





Evaluation Data Sources: Administration, Nurse, Teachers, Staff

Strategy 1 Details	Reviews			
Strategy 1: The nurse and nurse assistance will and aide students who are symptomatic following CDC guidelines. Strategy's Expected Result/Impact: Students who have Covid symptoms will be isolated while awaiting parent pick up. Low rate of infected students. Student attendance will improve. Staff Responsible for Monitoring: Nurse, Nurse Assistant, Administrators Funding Sources: Staff to help treat student illnesses. - Title 1, Part A - 211 - \$52,949	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Engaging Learning Environments-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance along the continuum of learning environments.

Performance Objective 4: School Security Officer will ensure that all students are safe by ensuring parents park in designated areas before and after school, electronic doors are secured and parents have passes upon entering the building.





Evaluation Data Sources: Admin, Security officer

Strategy 1 Details	Reviews			
Strategy 1: Security officer will patrol the parking lot in the morning to ensure parents are following drop off and pick up procedures. Door will remain locked during the day. Strategy's Expected Result/Impact: Students will be safe when crossing the parking lot at designated areas. Students and staff will remain safe from intruders. Staff Responsible for Monitoring: Security officer	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Engaging Learning Environments-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance along the continuum of learning environments.

Performance Objective 5: Counselors will work closely with students. Guidance lessons will be in place to help students strengthen their social-emotional skills to help improve academic outcomes.

Evaluation Data Sources: Counselors referrals, discipline referrals





Strategy 1 Details	Reviews			
Strategy 1: Counselors will hold counseling classes throughout the day to better meet students needs. Strategy's Expected Result/Impact: Less discipline referrals, improved academic performance	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS- Foster exceptional community service, open communication, and positive collaboration using innovative and multiple platforms that support teacher and student success.

Performance Objective 1: To strengthen and increase our parental involvement and community engagement.

Evaluation Data Sources: Parent Liaison, Parental involvement sign- in sheets

Strategy 1 Details		Reviews			
Strategy 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 increase collaboration between home and school to support parental involvement and student achievement. Strategy's Expected Result/Impact: Parent-school-partnerships will improve the school, strengthen the family, and increase student achievement and success. Staff Responsible for Monitoring: Administrators Parent Liaison Attendance Clerk Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Parental Liason - Title 1, Part A - 211 - \$38,349		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 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. Strategy's Expected Result/Impact: Student goals and expectations will be available to parents and this will assist in increasing student success. * Leadership binders * Colorbands Staff Responsible for Monitoring: Administrators Parent Liason Teachers Title I Schoolwide Elements: 3.1, 3.2		Formative			Summative
		Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 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.</p> <p>Parent-Teacher Conference form will be signed and filed in each student cumulative folder.</p> <p>Strategy's Expected Result/Impact: Parent-school-partnerships will improve the school, strengthen the family, and increase student achievement and success.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration, Counselors, Parent Liason, Attendance Clerk</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality research-based professional development and continuous support for all employees so that they are able to facilitate teaching and learning along the continuum of learning environments.

Performance Objective 1: Improve instruction for all student body including the ELL, Special Education, At-Risk, Migrant and Economically Disadvantaged by ensuring they are taught by highly qualified/state certified teachers through encouraging them to participate in professional development opportunities.

Evaluation Data Sources: District Instructional Technology Department, Campus Instructional Technology Coach, Admin assigning mentor teachers





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in grades K-5th will attend PLC meetings that support language arts, math, science, and social studies frameworks.</p> <p>Teachers will have constant updates of the curriculum and be able to implement the activities successfully.</p> <p>Teachers will utilize the TEKS Resource system.</p> <p>Strategy's Expected Result/Impact: Teachers will use updates in data/resources to implement successful activities and make learning more purposeful.</p> <p>Staff Responsible for Monitoring: Administration Teachers District Content Strategists Instructional Technology Coach</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades K-5th will attend blended learning training. Teachers will continue to incorporate blended learning into their lessons. Strategy's Expected Result/Impact: Teachers District Content Strategists Formative: SPR Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR Grade Level Meetings Staff Responsible for Monitoring: Administration Teachers Instructional Technology Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: FINANCIAL STRENGTH- Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding that supports the teaching and learning along the continuum of learning environments.

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

Evaluation Data Sources: Purchase Orders, District Audits

Strategy 1 Details	Reviews			
Strategy 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). Strategy's Expected Result/Impact: All district procedures will be followed to ensure a clean audit. Staff Responsible for Monitoring: School Secretary, Principal, District Business Office	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Sam Houston Elementary needs assessment was reviewed on _____.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Lorena Moreno- CIF

Selma Gutierrez - Principal

- Teacher

- Teacher

- Parent

-Teacher

-Teacher

Adriana Cantu- Counselor

- Community Representative

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 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, 21-37

2.5: Increased learning time and well-rounded education

See pages,21-31

See pages, 33-35

See pages, 40-41

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

See pages, 21-31, 33-51 and 40-41

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
4. Patricia Jimenez- Parent
5. Sonia Flores - Parent
6. Sylvia Vasquez -Parent
7. Christina Tamez -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: October 12, 2019	Time: 9:00 a.m.	Location: Parental Involvement Room
Date: October 17, 2019	Time: 9:00 a.m.	Location: Parental Involvement Room
Date: October 24, 2019	Time: 9:00 a.m.	Location: Parental Involvement Room

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda E. Mata	Media Aide	Title I Part A	1
Brittany Gaona	Teacher Class Size Reduction	Title II Part A	1
Febronio Meza	Instructional Aide Fed. Special Ed.	State Special Ed.	1
Guadalupe Meza	Computer Lab Aide	Title I Part A	1
Janie Renteria	LVN	Title I Part A	1
Lawrence Herrera	Instructional Aide	Title I Migrant	0.45
Lawrence Herrera	Instructional Aide Pre-Kinder	Title I Migrant	0.05
Maria P. Pequeno	Instructional Aide Fed. Special Ed.	Federal Special Ed.	1
San Juanita Ramirez	Teacher STARR	Title I Part A	1
Sara A. Marines	Counselor Aide	Title I Part A	1
Yolanda Almazan	Community Aide	Title I Part A	1

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Mentors, Tutoring staff, Saturday School	164	\$82,310.00
1	1	6	Attendance monitoring / Student Incentives & Rewards	164	\$26,153.00
1	1	9	Facilitating instruction/Reviewing Data	164	\$90,000.00
1	1	10	Classroom materials	164	\$15,441.00
1	1	12	Staff to monitor and support students and teachers	164	\$85,173.00
1	2	3	Assistance with AR books	164	\$28,708.00
Sub-Total					\$327,785.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Classroom supplies and resources	211	\$19,764.00
1	1	4	Mentors, Tutoring staff, Instructional assistance	211	\$137,267.15
1	1	7	Online Resources / Program Training/ Student Technology / student Incentives	211	\$4,865.85
1	6	2	Personal to help with testing and documentation.	211	\$29,902.00
1	7	1	Leader in me membership and consultant fees	Title II	\$8,850.00
2	1	2	Personal to help run labs.	211	\$38,383.00
2	3	1	Staff to help treat student illnesses.	211	\$52,949.00
3	1	1	Parental Liason	211	\$38,349.00
Sub-Total					\$330,330.00
Grand Total					\$658,115.00

Addendums