

Weslaco Independent School District
Sam Houston Elementary
2024-2025 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 763 students in grades PK3 through 5th grade. The current staff at Sam Houston Elementary is composed of 91 staff members.

According to the 2022 School Report Card, our campus profile, 99% of the student population is Hispanic, 80% are identified as At-Risk, 87% as Economically Disadvantaged, and 26 % as Emergent Bilinguals. Other demographic information includes 11% of students receiving special services, 3% are identified as Migrants, and 7% are identified as Gifted and Talented. After October 2023, our demographics will be updated to current school year data.

Sam Houston is in its 7th year as a Leader In Me School. As a school-wide initiative, the 7 Habits of Happy Kids are practiced and modeled daily by students and 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 practices the 7 Habits and recognizes 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 who value the importance of education.
- * 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 Cheerleading, Choir, Folklorico, Art Club, Battle of the Books
- * 31 teachers have ten or more years of classroom experience.
- * 26 teachers are Bilingually Certified
- * Highest number of students, at 68%, to meet or exceed growth projections than any other Elementary campus.
- * Rated a "B" campus with 2 Distinctions earned on the Spring 2022 STAAR Assessment (Science and Postsecondary Readiness)

- Accountability Ratings from the 2022 School Report Card

Overall 89/B

Student Achievement 77/C

School Progress 94/A

Closing the Gaps 78/C

Problem Statements Identifying Demographics Needs

Problem Statement 1: During the 24-25 school year, our attendance rate was consistently below 97%. **Root Cause:** Sam Houston Elementary administration, teachers, and staff need to communicate the importance of attendance to parents and students -- emphasizing the benefits of good attendance as well as informing them of the negative impacts of poor attendance on student achievement. Tangible and non-tangible incentives need to be used to motivate students to attend school each day.

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		89	Met Standard "B" Rating
Student Achievement		77	Met Standard "C" Rating
STAAR Performance	50	77	Met Standard "B" Rating
School Progress		94	Met Standard "A" Rating
Academic Growth	89	94	Met Standard "A" Rating
Relative Performance	50	86	Met Standard "B" Rating
Closing the Gaps	80	78	Met Standard "C" Rating

Reading		Math		Science	
(ALL)		(ALL)		(ALL)	
18-19 / 21-22 / 22-23		18-19 / 21-22 / 22-23		18-19 / 21-22 / 22-23	
Meets 60% / 36%		Meets 62% / 23%		Meets 70% / 21%	
Masters 27% / 18%		Masters 33% / 11%		Masters 25% / 2%	
ECOS		ECOS		ECOS	
Meets 58% / 32%		59% / 20%		68% / 18%	
Masters 25% / 14%		28% / 9%		23% / 2%	
SPED		SPED		SPED	
Meets 50% / 9%		63% / 9%		88% / 0%	
Masters 10% / 9%		3% / 0%		25% / 0%	
EL		EL		EL	
Meets 54% / 22%		64% / 19%		57% / 19%	
Masters 21% / 10%		32% / 6%		21% / 5%	

Student Learning Strengths

Accountability Ratings:

Overall Rating "B" with an "A" in School Progress

Distinction Designations in the following:

*Academic Achievement in Science

* Post Secondary Readiness

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need for student improvement in acquiring the skills necessary to solve multistep math problems in all grades. **Root Cause:** Teachers need to use more manipulatives and hold Math Talks to help students build foundational skills in solving multi-step problems involving multiplication/division.

Problem Statement 2 (Prioritized): There is a need for student growth in oral/world language and expanded vocabulary. **Root Cause:** Students lack the background knowledge and oral language to make the connections to grade-level content material.

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 Language Arts components in all Pre-Kinder through 5th-grade classes includes:

- Read-Alouds
- Oral Language; World Knowledge & Word Knowledge Routine
- Academic Vocabulary Instruction
- Foundational Reading Skills Instruction
 - Reading Readiness (PreK-Kindergarten); *SIPPS Beginning*, *SIPPS Extension*, and/or *SIPPS Challenge* Instruction (K-3rd); *SIPPS Plus* (as needed 4th-5th)
- Shared Reading (*SAVVAS MyView Literacy* K-5th)
- Independent Reading
- Language Comprehension x Word Recognition = Fluent Word Recognition & Comprehension
- Handwriting
- Spelling

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

- SIPPS Placement and Mastery Assessments
- Monthly Istation ISIP (classroom) and weekly individualized Istation pathway lessons (classroom and/or lab) for all PreK-2nd students for the required minutes for each level (Levels 1 - 5).
- BOY, MOY, and EOY i-Ready Reading Diagnostic for Grades 3rd-5th
- DIBELS as needed for Kinder - 3rd
 - Individualized Reading Inventory (IRI) is conducted as needed for fluent readers in grades K-5th.

Mathematics:

- * Imagine Math (PK - 5th)

* Pearson Math (Kinder - 5th)

* Sharon Wells (2nd - 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)
- * Implementation of the Leader in Me Program

- * Weekly Grade-level PLC time is a part of the schedule wherein all district PLC information is shared. PLCs are by grade and/or content area, where teachers, the instructional coach, and administration can collaborate for better student outcomes.

- * LAS Link Trained

- * Measure student growth using NWEA Map Assessments

- * Track student progress of Istation data (PK-2), i-Ready data (3rd-5th), SIPPS (*SIPPS Beginning*, *SIPPS Extension*, and/or *SIPPS Challenge Instruction* [K-3rd]; *SIPPS Plus* [as needed 4th-5th]), benchmark results, and attendance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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 a daily basis and ensure all students are working at appropriate levels. Raising Blended Learners (RBL) methodology will be employed to support foundational reading skills, reading fluency, and reading comprehension in the classroom.

Problem Statement 2 (Prioritized): There is a need for student growth in oral/world language and expanded vocabulary. **Root Cause:** Students lack the background knowledge and oral language to make the connections to grade-level content material.

Problem Statement 3 (Prioritized): There is a need for student improvement in acquiring the skills necessary to solve multistep math problems in all grades. **Root Cause:** Teachers need to use more manipulatives and hold Math Talks to help students build foundational skills in solving multi-step problems involving multiplication/division.

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 and Twitter
- 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
- 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 local Aurora House
- Partnering with local nursing homes
- Parent volunteers to beautify our school and assist teachers with material preparation for daily lessons

Sam Houston Elementary is comprised of students in Pre-K3 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 more than a building where students come for an education. It is a family, a community, a second home for all the children and their families. Day in and day out, the entire staff works hard to ensure 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
- * 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 in grades Pre-K-2nd are underperforming in Reading and are not attaining promotional levels.

Root Cause 1: Teachers need to continue to utilize the SIPPS program on a daily basis and ensure all students are working at appropriate levels. Raising Blended Learners (RBL) methodology will be employed to support foundational reading skills, reading fluency, and reading comprehension in the classroom.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: There is a need for student growth in oral/world language and expanded vocabulary.

Root Cause 2: Students lack the background knowledge and oral language to make the connections to grade-level content material.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: There is a need for student improvement in acquiring the skills necessary to solve multistep math problems in all grades.

Root Cause 3: Teachers need to use more manipulatives and hold Math Talks to help students build foundational skills in solving multi-step problems involving multiplication/division.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data


- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- 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 2025, STAAR scores will increase at least 5% or greater at each performance level compared to Spring 2024.

Evaluation Data Sources: STAAR Data, I-Ready, District Benchmarks, NWEA MAP Reports, Common Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities that promote literacy and numeracy across content areas.</p> <ul style="list-style-type: none"> - Cross-Curricular Collaboration -Problem Solving and decision-making models for real-world applications <p>Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks and STAAR</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Classroom supplies and resources - 211 - Title I, Part A - 211 - \$19,764</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional tutoring (Saturday School Extended Day, Daily Tutoring -Power Hour, Daily Intervention) for students who are performing below grade level.</p> <p>Strategy's Expected Result/Impact: Improved performance for all content areas on benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Tutors Campus Administration ALCC Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 3</p> <p>Funding Sources: Mentors, Tutoring staff, Saturday School - 164 - State Comp. Ed. [SCE] - 164 - \$82,310, Mentors, Tutoring staff, Instructional assistance - 211 - Title I, Part A - 211 - \$137,267.15</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Support and continue training in the resources below to align the curriculum, instruction, and assessments.</p> <ul style="list-style-type: none"> *NWEA MAP * Sharon Wells * Purposeful Learning *Curriculum Training *Pearson *Guided Math Program *SIPPS *CLI *Three Cheers *TX KEA TEKS Resource System Instructional Technology *Technology programs such as I-Station, I-Ready, Imagine Math, Education Galaxy, Stemsscopes,Sirius, Reflex Math <p>Strategy's Expected Result/Impact: Improved performance for all content areas on benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Online Resources / Program Training/ Student Technology / student Incentives - 211 - Title I, Part A - 211 - \$4,865.85</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide professional learning, coaching, guidance, and support in core content areas to enhance content knowledge and the application of research-based instructional strategies (RBIS)</p> <p>District & Campus PLCs Content Conferences (Teacher and Supervisor) Professional Coaching Professional Development</p> <p>Strategy's Expected Result/Impact: Improved performance for all content areas on benchmarks and STAAR. Staff Responsible for Monitoring: Teachers Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 3 Funding Sources: Facilitating instruction/Reviewing Data - 164 - State Comp. Ed. [SCE] - 164 - \$90,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue






Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need for student improvement in acquiring the skills necessary to solve multistep math problems in all grades. Root Cause: Teachers need to use more manipulatives and hold Math Talks to help students build foundational skills in solving multi-step problems involving multiplication/division.</p>
<p>Problem Statement 2: There is a need for student growth in oral/world language and expanded vocabulary. Root Cause: Students lack the background knowledge and oral language to make the connections to grade-level content material.</p>
School Processes & Programs
<p>Problem Statement 1: 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 a daily basis and ensure all students are working at appropriate levels. Raising Blended Learners (RBL) methodology will be employed to support foundational reading skills, reading fluency, and reading comprehension in the classroom.</p>
<p>Problem Statement 2: There is a need for student growth in oral/world language and expanded vocabulary. Root Cause: Students lack the background knowledge and oral language to make the connections to grade-level content material.</p>
<p>Problem Statement 3: There is a need for student improvement in acquiring the skills necessary to solve multistep math problems in all grades. Root Cause: Teachers need to use more manipulatives and hold Math Talks to help students build foundational skills in solving multi-step problems involving multiplication/division.</p>

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 2025, students in special education taking the STAAR will demonstrate at least 5% growth in STAAR scores from the year prior.

Evaluation Data Sources: NWEA MAP Scores, Benchmark, and STAAR Data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teacher training on instructional strategies, use of various learning platforms, designated supports, behavioral strategies/supports, and IEP requirements to include PLAAFP's and annual measurable goals.</p> <p>Strategy's Expected Result/Impact: By the end of year 2022-2023, STAAR scores for students serviced by special education will increase 5%.</p> <p>Staff Responsible for Monitoring: Special Ed Teachers Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need for student improvement in acquiring the skills necessary to solve multistep math problems in all grades. Root Cause: Teachers need to use more manipulatives and hold Math Talks to help students build foundational skills in solving multi-step problems involving multiplication/division.</p>
<p>Problem Statement 2: There is a need for student growth in oral/world language and expanded vocabulary. Root Cause: Students lack the background knowledge and oral language to make the connections to grade-level content material.</p>
School Processes & Programs
<p>Problem Statement 2: There is a need for student growth in oral/world language and expanded vocabulary. Root Cause: Students lack the background knowledge and oral language to make the connections to grade-level content material.</p>
<p>Problem Statement 3: There is a need for student improvement in acquiring the skills necessary to solve multistep math problems in all grades. Root Cause: Teachers need to use more manipulatives and hold Math Talks to help students build foundational skills in solving multi-step problems involving multiplication/division.</p>

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: Counselors will continue to implement an anti-bullying plan, guidance lessons, and student leadership programs to help students feel safe and secure while improving their social-emotional skills.

Evaluation Data Sources: Counselor referrals, Discipline referrals, Student SEL survey report on school climate and school safety.






Strategy 1 Details	Reviews			
<p>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.</p> <p>Funding Sources: Leader in me membership and consultant fees - 211 - Title I, Part A - Title II - \$8,850</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the number of guidance/counseling lessons provided to students.</p> <p>Strategy's Expected Result/Impact: Decrease the number of bullying and disciplinary issues. Increase student attendance.</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Engage in essential skills for college, career, and community at campus library by increasing the number of students that read for learning, personal growth, and enjoyment by 10%.

High Priority


Evaluation Data Sources: Monthly circulation statistics, observations, Beanstack






Strategy 1 Details	Reviews			
<p>Strategy 1: Librarians will provide learning experiences through literacy and research in both the physical and digital environment.</p> <p>Strategy's Expected Result/Impact: Through flexible scheduling, all students will use library resources for their assignments and/or to read for enjoyment.</p> <p>Staff Responsible for Monitoring: Administration Librarian Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Providing students in grades Pre Kinder - 5th with equipment and tactile environments to provide experiences through the senses and engaging activities to enhance our at-risk students in physical, social, emotional, and cognitive development.

Evaluation Data Sources: Administrators
Instructional Coaches
Teachers

Strategy 1 Details	Reviews			
<p>Strategy 1: Sam Houston will purchase physical education equipment for students in grades pre kinder-5th.</p> <p>Strategy's Expected Result/Impact: Exposing students to fitness early in life provides them with skills they can use to maintain a healthy lifestyle throughout their lives and gives students an opportunity to have fun while exploring different ways to stay active.</p> <p>Staff Responsible for Monitoring: Administration PE coaches</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Sam Houston will purchase the needed supplies to use in the classroom that will provide students with hands-on experiences that allows them to explore freely while using their senses.</p> <p>Strategy's Expected Result/Impact: Students will engage in play, engaging whole parts of a child's brain which helps develop crucial connections that lead to positive development and growth.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure that Fine Arts Teachers are building in time in the daily, weekly, and monthly lesson plans for cross curricular activities.</p> <p>Strategy's Expected Result/Impact: Build student knowledge of the connections between different content areas.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Fine Arts Teachers</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Performance Objective 5 Problem Statements:


Student Learning
<p>Problem Statement 2: There is a need for student growth in oral/world language and expanded vocabulary. Root Cause: Students lack the background knowledge and oral language to make the connections to grade-level content material.</p>
School Processes & Programs
<p>Problem Statement 2: There is a need for student growth in oral/world language and expanded vocabulary. Root Cause: Students lack the background knowledge and oral language to make the connections to grade-level content material.</p>





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: During 2024-25, processes and programs will be in place for 1) technology-rich and 2) safe and secure learning environments. (Instructional Technology)

Evaluation Data Sources: Chromebook documentation
 Online instructional resources documentation
 Help! Google Form
 District Technology Plan
 Campus Technology Needs Assessment

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will increase opportunities for greater differentiation, personalized learning and small group instruction which will lead to student academic growth.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Librarian</p> <p>Title I: 2.4, 2.5, 2.6</p>	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.</p> <p>* 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 Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Personal to help run labs. - 211 - Title I, Part A - 211 - \$38,383</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Staff and students will be knowledgeable about how to respond if an emergency would arise. Reaction times will improve.</p> <p>Staff Responsible for Monitoring: Campus Administration School Security Officer Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: All areas of the school will provide a safe and secure environment for students. Safety is key.</p> <p>Staff Responsible for Monitoring: Campus Administration School Security Officer Custodians</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: 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			
<p>Strategy 1: Security officer will patrol the parking lot in the morning to ensure parents are following drop off and pick up procedures. Officer will also patrol bus areas and ensure all doors remain locked during the day.</p> <p>Strategy's Expected Result/Impact: Students will be safe in drop off, pick up and bus areas. Students and staff will remain safe from harm.</p> <p>Staff Responsible for Monitoring: Security officer</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 community by engaging parents and families by utilizing various methods of communication to inform them of the events and meetings of the campus.

Evaluation Data Sources: Parent Liaison, Parental involvement sign- in sheets, Social media posts, Monthly parent calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Sam Houston will provide bilingual parent meetings to encourage participation and attendance. These meetings will be made available both during the day and in the evening to accommodate parents. This will increase collaboration between home and school to support parental involvement and student achievement.</p> <p>Strategy's Expected Result/Impact: Parent-school-partnerships will improve the school, strengthen the family, increase student achievement and attendance.</p> <p>Staff Responsible for Monitoring: Campus Administration Parent Liaison Attendance Clerk</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Parental Liason - 211 - Title I, Part A - 211 - \$38,349</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize all forms of contact with parents including phone calls, parent/teacher conferences, student homework logs, behavior logs/ ClassDojo, monthly parent calendar, school messenger, KWES, social media platforms, 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: When parents are aware of various events/meetings with advanced notice they are more likely to participate. Students whose parents are motivated to learn have increased success in school.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration Counselors Parent Liaison Attendance Clerk</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

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: During 2023-2024, 100% of teachers will have access to high-quality, engaging, and innovative professional development and continuous support for all employees that build the capacity of staff to grow professionally in their practice.





Evaluation Data Sources: Eduphoria Strive staff development log
PD sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in grades K-5th will attend professional development and PLC meetings that support reading/language arts, math, science, and social studies frameworks.</p> <p>Strategy's Expected Result/Impact: Teachers will have constant updates of the curriculum and data to implement content successfully.</p> <p>Staff Responsible for Monitoring: Campus Administration District Content Coordinators Instructional Coaches</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional learning opportunities that support 1) RBL teachers and 2) K-5 teachers opting in to blended learning implementation.</p> <p>Strategy's Expected Result/Impact: Increased number of teachers providing data-informed blended instruction Improved student engagement</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </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			
<p>Strategy 1: Grade level chairpersons will plan field trips. All information needed to request purchase orders, buses, required field trip documentation, and cafeteria meals (if needed) will be submitted in a timely manner.</p> <p>Strategy's Expected Result/Impact: All district procedures will be followed to ensure a clean audit.</p> <p>Staff Responsible for Monitoring: Campus Secretary, Campus Administration District Business Office</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Sam Houston Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6.5

Brief Description of SCE Services and/or Programs

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Personnel for Sam Houston Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angela Pompa	Teacher (PK)	0.5
Delia Ortiz	Counselor Clerk	1
Elvira Nino	Teacher PK	0.5
Jessica Garcia	Teacher (PK)	0.5
Krishna D Bugarin	Instructional Aide	0.5
Leticia Mata	Instructional Coach	1
Roxanne Laguna	Teacher (PK)	0.5
Sonia Medrano-Perez	Instructional Coach	1
Vacancy	Instructional Aide	1

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
Guadalupe Meza	Computer Lab Aide	Title I Part A	1
Janie Renteria	LVN	Title I Part A	1
Jasmin Gutierrez	Instructional Aide	Title I Part A	1
Maria Pequeno	Instructional Aide Sp. Ed Aide	Title I Part A	1
Martha Ginez	Library Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1
Yolanda Almazan	Community Aide	Title I Part A	1

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Mentors, Tutoring staff, Saturday School	164	\$82,310.00
1	1	4	Facilitating instruction/Reviewing Data	164	\$90,000.00
Sub-Total					\$172,310.00
Budgeted Fund Source Amount					\$327,785.00
+/- Difference					\$155,475.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom supplies and resources	211	\$19,764.00
1	1	2	Mentors, Tutoring staff, Instructional assistance	211	\$137,267.15
1	1	3	Online Resources / Program Training/ Student Technology / student Incentives	211	\$4,865.85
1	3	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
3	1	1	Parental Liason	211	\$38,349.00
Sub-Total					\$247,479.00
Budgeted Fund Source Amount					\$321,480.00
+/- Difference					\$74,001.00
Grand Total Budgeted					\$649,265.00
Grand Total Spent					\$419,789.00
+/- Difference					\$229,476.00