

Denison Independent School District

Houston Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

The mission of the Denison Independent School District is to ensure quality learning for all students so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

At Houston ECS, it all starts here.

We will provide a safe and happy environment where every child is loved and belongs. Support is provided as they learn to share, be good friends, recognize and regulate their feelings, and develop good character traits. Our littles will learn to do things for themselves as they become more and more independent and confident and ready for what's next. Our students will be seen, loved, and educated.

Vision

The vision of the Denison Independent School District is to inspire, enable, and encourage all students to learn, grow, and succeed in a global society.

At Houston ECS:

To cultivate a community of curious, compassionate, and engaged learners who grow increasingly independent and learn how to do school. We will foster a strong foundation for both academic excellence and social-emotional well-being. It is all about making their first school experience a positive one.

Value Statement

WE BELIEVE: Our students are unique and valuable individuals capable of higher levels of learning.

Therefore, our commitment is to:

- Maintain high expectations so that students take responsibility for their learning.
- Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.
- Expect students to assume responsibility for behaviors and actions.
- Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.

WE BELIEVE:

Every employee of this district has the responsibility to provide and support quality learning experiences for student success.

Therefore our commitment is to:

- Focus on our core business - student learning.
- Provide clear and compelling understanding of what students are expected to know and be able to do.
- Design rigorous, engaging work that leads students to higher levels of learning.
- Collaborate through professional learning communities to provide quality learning experiences.
- Provide a safe, trusting environment for learning.
- Develop teachers as leaders of students-leading by inspiring, facilitating, encouraging, and nurturing.
- Monitor and assess student learning continuously.
- Provide support for student success-"Whatever It Takes!"

WE BELIEVE:

Public education provides the opportunities and experiences that enrich lives and are essential to the success of our community and country.

Therefore our commitment is to:

- Collaborate with families, businesses, and government and education agencies to develop a partnership between the community and school in order to support public education for a mutual benefit.
- Expect and enable parents to play an active role in education by monitoring their children's performance and working collaboratively and positively to maximize their children's experiences.
- Serve as good stewards or resources provided by the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Houston ECS
2025-2026

Houston ECS has 1 3-year old ECSE classes with 2 1/2 day sessions.

Houston ECS has 1 bilingual PreK class.

Houston ECS has 2 collaborative PreK classrooms with dual-certified teacher.

Houston ECS has 3 general education PreK classrooms.

Houston ECS has 5 Head Start classrooms with mixed-aged 3 and 4 year olds.

Houston ECS has a 95% attendance goal.

Demographics

	2025-2026	2026-2027	2027-2028
Asian	0%		
African American	14.6%		
Hispanic	37.6%		
American Indian	2%		
2 or more races	16.7%		
White	35.1%		
Pacific Islander	0%		
Eco dis	76.1%		

	2025-2026	2026-2027	2027-2028
EB	13.7%		
SPED	14.6%		
Bilingual	8.8%		
ESL	4.4%		
Foster care	1%		
Homeless	1.5%		
Military connected	1.5%		

Attendance

	2025-2026		
GOAL 95%	94.64% (9/2025)		

Demographics Strengths

1. Attendance clerk
2. TPM letters from attendance coordinator
3. Head Start office support for attendance
4. Head Start home visits
5. Parent Square communication

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although students are encouraged to attend, there is no truancy support for pre-kindergarten students.

Root Cause: State law does not allow truancy for PreK.

Problem Statement 2: Low SES families often struggle with absences.

Root Cause: Families may lack reliable transportation, healthcare, or stable housing, which can make it harder for students to attend school regularly, are more likely to experience chronic health problems or inadequate healthcare, leading to more illness-related absences, and financial stress, parental work schedules, and caregiving responsibilities can interfere with consistent school attendance.

Student Achievement

Student Achievement Summary

At Houston ECS, we monitor student progress in learning as it relates to the Texas PreK Guidelines. Students are monitored using CIRCLE, Brigance (Head Start), campus behavior screener, and monthly skill checks.

Houston ECS staff have set some rigorous goals.

CLI Data @ On Track	24-25 EOY	25-26 BOY MOY EOY
Rapid letter naming	52	27
Rapid vocabulary	50	57
Early writing skills	77	84
Overall SOCIAL EMOTIONAL BEHAVIORS	83	95
Rote counting	47	11
Shape naming	64	49
Number discrimination	78	51
Number naming	55	29
Shape discrimination	76	61
Counting sets 1:1	69	26
operations	28	14
Overall MATH	66	79
Overall PHONOLOGICAL AWARENESS	45	38
syllabication	35	8

CLI Data @ On Track	24-25 EOY	25-26 BOY MOY EOY
onset-rime	49	13
alliteration	19	1
Rhyming	36	4
Letter-sound correspondence	67	Not scored at BOY

OVERALL YEARLY GROWTH @ ON TRACK	2025-202 6 goal
Rapid letter naming	70%
Rapid vocabulary	62%
Early writing skills	80%
Overall SEL	85%
Rote counting to 30	50%
Shape naming	75%
Number discrimination	80%
Number naming	60%
Shape discrimination	78%

OVERALL YEARLY GROWTH @ ON TRACK	2025-2026 goal
Counting sets 1:1	75%
operations	30%
Overall MATH	68%
syllabication	38%
onset-rime	52%
alliteration	30%
rhyming	40%
Overall PA	52%
Letter-sound correspondenc e of 20	70%

Student Achievement Strengths

For the 2025-2026, all PreK and Head Start students are on 1 campus. This will better support and consistency for our students with common planning, common PLC, and common SST times for teachers to collaborate.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Houston ECS serves a very diverse community of learners.

Root Cause: Students qualify for PreK or Head Start based on SES factors and are often already at-risk for attendance and learning difficulties.

Problem Statement 2 (Prioritized): PreK CLI assessments are not always developmentally appropriate or aligned to Texas PreK guidelines.

Root Cause: Three and four year olds start school with limited language, academic and social skills. They need additional time and additional ways to show what they know.,

Problem Statement 3: Finding PD opportunities for staff that is geared to early childhood educators.

Root Cause: Most PD is geared to elementary.

School Culture and Climate

School Culture and Climate Summary

The school culture and climate of Houston ECS is focused on providing a loving and supportive learning environment. Students and families report that they love school and look forward to coming every day. Several parents have already stated that it will be hard to leave Houston for kindergarten when school ends.

We provide many campus events to support students and staff.

Houston Early Childhood School Campus Events 25-26

AUGUST 8/13 Meet the Teacher 4:30-6:00 8/14 First Day of School 8/29 BOTA Spirit Dots PTO t-shirt sales TBD BOTA Canned Food Drive	SEPTEMBER 9/8-12 Safety Week to practice all drills 9/26 DHS Cheer Tattoos \$1 PTO t-shirt sales PTO Popcorn Fundraiser
OCTOBER 10/8 Fall Picture Day-individual pics 10/9 Fire Safety presentation 10/14-15 Fall Conference Late Appointments—3:30-6:30 all fall conferences due by Thanksgiving Break 10/17 Pink Out tattoos PTO \$1 10/21 Red Ribbon Week Glow Day 10/23 Open House/Title 1 Meeting/Fall Festival/Children’s Book Character Day 5-6:30 10/23 Storybook Character Dress-up Day 10/13-28 United Way campaign	NOVEMBER TBD Literacy Day with United Way 11/10 DPA Presentation 11/19 Fall Picture Re-Takes

AUGUST 8/13 Meet the Teacher 4:30-6:00 8/14 First Day of School 8/29 BOTA Spirit Dots PTO t-shirt sales TBD BOTA Canned Food Drive	SEPTEMBER 9/8-12 Safety Week to practice all drills 9/26 DHS Cheer Tattoos \$1 PTO t-shirt sales PTO Popcorn Fundraiser
DECEMBER 12/11 PTO Santa Night 5-6:30 12/18 Christmas Sing Along 8:30-9:15 12/19 Classroom Christmas Parties 12/19 Early Release at 12:15	JANUARY TBD Money Dolly fundraiser for district TBD 100th day of school
FEBRUARY 2/12 Valentine's Parties with families 10-10:30 2/24 Spring Picture Day—individual pics 2/24 Classroom Groups pics	MARCH 3/5 4-Year Old Cap and Gown pics 3/2-3/6 Texas Public Schools week 3/2-3/6 Book Fair
APRIL TBD Breakfast with the Bulldogs	MAY TBD Popsicles on the Playground 5/19 Family Picnic w/bank and PTO 5-6:30 5/14 Head Start Bulldog Bash Awards and 4 Year Old Graduation 9:00am 5/15 PreK Bulldog Bash Awards and 4 Year Old Graduation 9:00am 5/21 End of Year conferences log due TBD Teacher Appreciation Week

School Culture and Climate Strengths

Our staff adheres to the following Common Commitments:

- We put children first.
- We will work as a team: they are all our students.
- We recognize that things aren't going to be perfect everyday, and we have grace for ourselves and our students.
- We will exemplify the calm, cool, and collected spirit, and we will tag-out when we are not.
- We will be consistent and provide predictable routines for our littles.
- We recognize what is age-appropriate and developmentally- appropriate and set our expectations accordingly. We also know that chronological age and social age can differ.
- We will use kid-friendly words, tones, volumes ,and body language, and we will frame our interactions with littles in the positive. (see examples)
- We will have high expectations, and we can be firm in our re-directions. But, we will also use teachable moments, calm-down techniques and calm-down areas, logical consequences, and regulation strategies whenever possible.
- We will actively involve families and build relationships with families. We recognize parents as essential partners in their child's development.
- We assume positive intent.
- When we know better, we will do better.
- We will model the behavior we expect.
- We will create a safe, calm environment.
- We will support the whole child with compassion and flexibility: academics, self-help, and social-emotional well-being.
- We will be positive and proactive.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Teachers note the need for more behavior support and more tools in their tool boxes..

Root Cause: Student behavior has become more challenging since COVID.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

This is our first year as an early childhood campus. We are committed to hiring only Texas certified teachers, and we use an instructional coach to meet our Texas High Quality PreK requirements. We currently have 5 of 12 teachers completing this track. We meet twice a month for PLC, and we meet once a month for SST. Head Start team meets also once a month for team meeting with Head Start campus and Region 10 staff. Head Start also supports with educational, inclusion, and mental health consultants.

We work with a team leader format to support each team: PreK, SPED, Head Start, paras, and specials.

We had some turn-over from last year to this year, so we are interested to track turn-over now that we are on 1 campus.

We are in the beginning phase of implementing teacher-to-teacher observations.

PreK Teacher-to-Teacher Observation Checklist

Teacher:

Date:

Activity observed:

Frequency Scale Key

N = Never | S = Sometimes | O = Often | A = Always

Classroom Environment & Routines

Observation Item	Frequency (N/S/O/A)	Timestamp	Examples / Notes
Classroom expectations are clearly posted and visually accessible			
Daily schedule or routine is consistent and understood by students			
Transitions between activities are smooth and well-managed			
Classroom environment promotes student engagement and independence			

Tier 1 Instructional Practices

Observation Item	Frequency (N/S/O/A)	Timestamp	Examples / Notes
Instruction is developmentally appropriate for PreK learners			
Learning activities are engaging, hands-on, and varied			
Teacher uses clear, simple language and visuals			
Directions are given in small steps with checks for understanding			
Opportunities for social-emotional learning are incorporated			
Positive reinforcement encourages participation and effort			

Behavior Expectations & Intervention

Observation Item	Frequency (N/S/O/A)	Timestamp	Examples / Notes
Behavior expectations are explicitly taught and regularly reinforced			
Positive behavior supports are used proactively			
Redirection is calm, respectful, and consistent			
Natural and logical consequences are applied appropriately			
Appropriate behavior is frequently acknowledged or praised			
Tier 1 universal supports (e.g., visual cues, timers, planned ignoring, boundaries, reminders of expectations, etc.) are in use			

Observation Notes

Staff Quality, Recruitment, and Retention Strengths

We have grown together as a staff and continue to work to implement the best research-based instructional strategies in every classroom.

Our goal this year is to continue to bond as a staff as we develop all the protocols needed to support students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Excessive workload, stress, student behaviors, and lack of competitive compensation lead to teacher burn-out.

Root Cause: Teachers need more time, training, more resources, and more support to accomplish their work.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our curriculum is based on the Texas PreK Guidelines, and we use SAVVAS Three Cheers for PreK. The early childhood team developed a scope and sequence that is evaluated each summer. We focus on SEL first, and academics second. We have set rigorous goals for this year.

Curriculum, Instruction, and Assessment Strengths

PLC every other week

SST every 9 weeks

team planning every other week

common lesson planning format

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Houston ECS is working to develop assessments outside of CLI.

Root Cause: Time and resources are needed.

Problem Statement 2: Better alignment between TX PreK guidelines, scope and sequence, and report card are needed.

Root Cause: Time and resources are needed to align. Being on 1 campus this year should help.

Family and Community Engagement

Family and Community Engagement Summary

Getting our families involved in school life is one of our primary areas of focus. For many of our parents, this is their first experience in public school, and we take the responsibility of teaching them about their role and responsibility very seriously.

We use Parent Square and Facebook to inform and remind parents of school events and encourage their involvement.

Family and Community Engagement Strengths

We have many events planned for families. Our goal is to have fun family events and balance those with ELAR, math, and parenting support events this year.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parenting support classes are needed.

Root Cause: Needs of students and family structures have changed over the last 10 years and greatly since COVID.

Problem Statement 2 (Prioritized): Parents are involved but not always actively engaged in academic support.

Root Cause: Parents do not always perceive themselves as an active partner in their child's education; they may also lack an awareness of the importance of early childhood as the foundation of all learning.

School Organization

School Organization Summary

Our are using PLCs to maximize student learning. We want our students to have a successful first school experience and to be ready for kindergarten.

This is our first year as an early childhood campus. This has required, and still requires, us to formulate procedures and protocols for everything we do.

- arrival
- dismissal
- rotations
- nap time
- breakfast/lunch in room
- lunch in cafeteria
- moving in hallways
- bathroom adaptations
- courtyard protocols
- playground protocols
- calm-down room
- SEL supports
- behavior supports

School Organization Strengths

PLCs

SSTs

leadership team

common commitments

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): This is the first year as an early childhood campus, so many protocols, needs, and wants are still being addressed.

Root Cause: Time and data are needed to meet the needs.

Technology

Technology Summary

We have a wealth of technology here at Houston ECS.

Technology Strengths

Title 1 funds to purchase 50 iPads

BenQ

new teacher laptops

new phone/paging

Problem Statements Identifying Technology Needs

Problem Statement 1: iPads are easiest for our little learners to access, but cost and availability of apps is limited.

Root Cause: Chromebooks are not little learner friendly, so iPads are the solution but are limited.

Priority Problem Statements

Problem Statement 1: Although students are encouraged to attend, there is no truancy support for pre-kindergarten students.

Root Cause 1: State law does not allow truancy for PreK.

Problem Statement 1 Areas: Demographics

Problem Statement 2: PreK CLI assessments are not always developmentally appropriate or aligned to Texas PreK guidelines.

Root Cause 2: Three and four year olds start school with limited language, academic and social skills. They need additional time and additional ways to show what they know.,

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Teachers note the need for more behavior support and more tools in their tool boxes..

Root Cause 3: Student behavior has become more challenging since COVID.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Houston ECS is working to develop assessments outside of CLI.

Root Cause 4: Time and resources are needed.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Parents are involved but not always actively engaged in academic support.

Root Cause 5: Parents do not always perceive themselves at an active partner in their child's education; they may also lack an awareness of the importance of early childhood as the foundation of all learning.

Problem Statement 5 Areas: Family and Community Engagement

Problem Statement 6: This is the first year as an early childhood campus, so many protocols, needs, and wants are still being addressed.

Root Cause 6: Time and data are needed to meet the needs.

Problem Statement 6 Areas: School Organization

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Intervention 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
- Male / Female performance, progress, 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/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Homeless data
- Response to Intervention (RtI) student achievement data
- Foster Care data

Student Data: Behavior and Other Indicators

- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Technology and resource allocation data
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 1: Houston ECS 3 and 4 year olds will improve on-track rote counting skills to 10 and to 30 from 47% to 50%.

High Priority

Evaluation Data Sources: CLI
classroom assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will work with small groups based on CLI grouping tool to re-teach needed math skills. Strategy's Expected Result/Impact: increase in on-track math skills on CLI assessment Staff Responsible for Monitoring: teacher principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: Teachers will meet in weekly planning and PLC meeting to disaggregate data and adjust instruction based on monthly skills checks. Strategy's Expected Result/Impact: increase in on-track CLI data Staff Responsible for Monitoring: teacher principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2		Formative			Summative
		Nov	Jan	Mar	May
		 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: PreK CLI assessments are not always developmentally appropriate or aligned to Texas PreK guidelines. Root Cause: Three and four year olds start school with limited language, academic and social skills. They need additional time and additional ways to show what they know.,

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 2: Houston ECS students will improve on-track counting sets of object with 1:1 correspondence from 69% to 75%.

Evaluation Data Sources: CLI
classroom assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will work with small groups based on CLI grouping tool to re-teach needed math skills Strategy's Expected Result/Impact: increase in on-track math skills on CLI assessment Staff Responsible for Monitoring: teacher principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet in weekly planning and PLC meeting to disaggregate data and adjust instruction based on monthly skills checks. Strategy's Expected Result/Impact: increase in CLI on-track data for 1:1 correspondence with counting sets Staff Responsible for Monitoring: teacher principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - School Organization 1	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: PreK CLI assessments are not always developmentally appropriate or aligned to Texas PreK guidelines. **Root Cause:** Three and four year olds start school with limited language, academic and social skills. They need additional time and additional ways to show what they know.,

School Organization

Problem Statement 1: This is the first year as an early childhood campus, so many protocols, needs, and wants are still being addressed. **Root Cause:** Time and data are needed to meet the needs.

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 3: Houston ECS students will improve on-track id and sound production of up to 20 letters/sounds.

Evaluation Data Sources: CLI
classroom assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will work with small groups based on CLI grouping tool to re-teach RLA skills. Strategy's Expected Result/Impact: increase on-track CLI data for letter id and sound production Staff Responsible for Monitoring: teacher principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet in weekly planning and PLC meeting to disaggregate data and adjust instruction based on monthly skills checks. Strategy's Expected Result/Impact: increase on-track CLI data for ID and sound production of up to 20 letters and sounds Staff Responsible for Monitoring: teacher principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 2: PreK CLI assessments are not always developmentally appropriate or aligned to Texas PreK guidelines. **Root Cause:** Three and four year olds start school with limited language, academic and social skills. They need additional time and additional ways to show what they know.,

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 4: Houston ECS students will increase on-track rhyming and alliteration skills.

Evaluation Data Sources: CLI
classroom assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will work with small groups based on CLI grouping tool to re-teach needed rhyming and alliteration skills. Strategy's Expected Result/Impact: increase in on-track CLI data for rhyming and alliteration Staff Responsible for Monitoring: teacher principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet in weekly planning and PLC meeting to disaggregate data and adjust instruction based on monthly skills checks. Strategy's Expected Result/Impact: increase CLI on-track data for rhyming and alliteration skills Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: PreK CLI assessments are not always developmentally appropriate or aligned to Texas PreK guidelines. Root Cause: Three and four year olds start school with limited language, academic and social skills. They need additional time and additional ways to show what they know.,

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 5: Houston ECS staff will develop and use a common assessment between CLI waves.

- High Priority**
- Evaluation Data Sources:** classroom assessments
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: During PLC, Head Start and PreK teachers will refine goals and develop a monthly quick-check common assessment. Strategy's Expected Result/Impact: increase in on-track performance of CLI measured competencies increased opportunity for intervention Staff Responsible for Monitoring: principal teachers Title I: 2.51, 2.52, 2.53 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Nov	Jan	Mar	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 5 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Houston ECS is working to develop assessments outside of CLI. Root Cause: Time and resources are needed.

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 6: HECS staff will utilize small group instruction.

Evaluation Data Sources: CLI
monthly progress monitoring

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: HECS staff will use CLI grouping tool and CLI small group resources for tier 2 and 3 intervention. Strategy's Expected Result/Impact: increase on-track CLI Staff Responsible for Monitoring: teacher principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 2: PreK CLI assessments are not always developmentally appropriate or aligned to Texas PreK guidelines. Root Cause: Three and four year olds start school with limited language, academic and social skills. They need additional time and additional ways to show what they know.,

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Overall student attendance for all students will remain at 95% or better.

Evaluation Data Sources: Texas Academic Performance Report (TAPR) and PEIMS attendance reports.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Maintain nurse, parent involvement coordinator and counseling services. Strategy's Expected Result/Impact: Employment Records Staff Responsible for Monitoring: Assistant Superintendent of Administration, Principal, Director of Special Programs, Director of Special Education.	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Improve attendance by monitoring and collaborating with parent, teachers, and school administrators through truancy tribunals. Strategy's Expected Result/Impact: Student attendance records, List of parents/students referred to justice court. Staff Responsible for Monitoring: Assistant Superintendent of Administration, Campus Principals, Parent Involvement Coordinator.	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Recognize those students with perfect attendance at the EOY Bulldog Bash celebration. Strategy's Expected Result/Impact: AEIS Attendance Data Staff Responsible for Monitoring: Teachers Counselors Principal	Formative			Summative
	Nov	Jan	Mar	May
	 No Progress			

Strategy 4 Details		Reviews			
Strategy 4: Each classroom will implement an attendance incentive to celebrate meeting the classroom attendance goal. Strategy's Expected Result/Impact: Increased student and campus attendance percentages. Staff Responsible for Monitoring: Teachers, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	May
		 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Provide a safe campus environment.

Evaluation Data Sources: District/Campus Safety Plans, emergency drills documentation, discipline records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Evaluate, revise, and implement the District and Campus Emergency Operation Plan, including the Standard Response Protocols. Strategy's Expected Result/Impact: District and Campus Emergency Plans. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Educate and monitor minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. Strategy's Expected Result/Impact: Online Safety Documents Staff Responsible for Monitoring: Director of Technology Principal Counselor Classroom Teacher	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Educate staff, parents and students on conflict resolution and bullying prevention policies and procedures. Strategy's Expected Result/Impact: Copies of fliers and information shared with parents. Staff Responsible for Monitoring: Director of Special Programs Counselors Principal Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Annually train and inform staff, student, and parents regarding sexual abuse, sex trafficking, and other maltreatment. Strategy's Expected Result/Impact: Board Policy, Campus Improvement Plans, Presentation, Sign-In Sheets Staff Responsible for Monitoring: Assistant Superintendent for Administration. Director of Special Programs Director of Instruction	Formative			Summative
	Nov	Jan	Mar	May
	 No Progress			
Strategy 5 Details	Reviews			
Strategy 5: Maintain, provide, and communicate to all stakeholders an effective Discipline Management Plan that includes consequences for unwanted physical or verbal aggression. Strategy's Expected Result/Impact: Board Policy, Campus Improvement Plans, Student Handbooks, Sign-In Sheets from sessions. Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs.	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Provide Suicide Prevention training and notification procedures for counselors, teachers, nurses, administrators, and all other staff who regularly interact with students. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, Campus Administrators.	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 7 Details	Reviews			
Strategy 7: Classroom Guidance Lessons provided by counselor based on classroom needs. Strategy's Expected Result/Impact: Discipline Records PBIS Data Schedules Lesson Plans Staff Responsible for Monitoring: Counselor Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent and school communication.

Evaluation Data Sources: Campus parent involvement documentation

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Parent notification will be sent for students being placed on Tier II or Tier III for remediation. Strategy's Expected Result/Impact: Copies of Letters. Notification will keep parents informed and the placement will allow for specialized instruction to assist with remediation of skills. Staff Responsible for Monitoring: Principal Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Conduct activities that provide parents the opportunity to play an active role in their student's learning experiences-strengthening ties between home and school. Strategy's Expected Result/Impact: Meeting Minutes and record of attendance. Staff Responsible for Monitoring: Principal Counselor Classroom Teachers Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Communicate information via ParentSquare and Facebook. Strategy's Expected Result/Impact: Rapid response time and effective communication. Staff Responsible for Monitoring: Assistant Superintendent Director of Instruction Director of Public Relations Director of Special Programs Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Translate documents in the home language of each child. Strategy's Expected Result/Impact: Translated Documents. This will provide better communication with all families. Staff Responsible for Monitoring: Central Administration DISD Public Relations Principal	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Provide access to student's grades online with the Gradebook Home Portal. Strategy's Expected Result/Impact: Online Gradebook provides information to parents about student progress. Staff Responsible for Monitoring: Central Administration DISD Public Relations Office Principal	Formative			Summative
	Nov	Jan	Mar	May
	 No Progress			
Strategy 6 Details	Reviews			
Strategy 6: Distribute information from the DISD Public Information Office in both print and online forms. Strategy's Expected Result/Impact: Copies of fliers, Spotlights on Education, etc. Keeping parents informed about school activities and important dates. Staff Responsible for Monitoring: DISD Public Relations Office	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 2: Develop parents' skills and capacity to be leaders at home, at school, and in the community.

Evaluation Data Sources: District and Campus decision making committee sign in sheets/meeting minutes and Family Engagement activity sign in sheets/meeting minutes.

Strategy 1 Details	Reviews			
Strategy 1: Assist preschool children in the transition from early childhood programs to kindergarten. Strategy's Expected Result/Impact: Transitions will go smoothly for students and parents. Staff Responsible for Monitoring: Central Administration Principal	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Employ Campus Parent Involvement Coordinators to work with parents of pre-school students on strategies to support their children academically, socially, and emotionally. Strategy's Expected Result/Impact: Better communication will be established between the campus and the home to help with student success. Staff Responsible for Monitoring: Director of Special Programs Parent Involvement Coordinator	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Provide focused training and specific resources for families to engage them in the education and improvement of reading skills of their children. Strategy's Expected Result/Impact: Families utilize at least one additional resource which can be used to improve the reading level of their children. Staff Responsible for Monitoring: Director of Special Programs Director of Instruction Campus Parent Involvement Coordinator Principal Teachers	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Conduct Fall and Spring Parent/Teacher conferences and as needed throughout the year. Strategy's Expected Result/Impact: Improved parent relationships TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 3: Coordinate services to support the enrollment, attendance, and success of all children and youth.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Identify needs of homeless children. Strategy's Expected Result/Impact: Insure all students have an opportunity to learn, regardless of their circumstances. Staff Responsible for Monitoring: Director of Special Programs Principal Counselor	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide services to homeless children. Strategy's Expected Result/Impact: Insure all students have an opportunity to learn, regardless of their circumstances. Staff Responsible for Monitoring: Director of Special Programs Principal Counselor	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Autum Terriere	Instructional Assistant	Title I	1
Marian Evans	LRC Instructional Assistant	Title I	1
Sherri Knobbe	Parent Involvement Coordinator	Title I	1
Staci Avila	Instructional Coach	Title I	0.5

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		7/25/2023	Regina Prigge	2/10/2025
Child Abuse and Neglect		10/6/2015	Regina Prigge	2/10/2025
Coordinated Health Program		6/22/2022	Regina Prigge	2/10/2025
Decision-Making and Planning Policy Evaluation		5/26/2023	Regina Prigge	2/10/2025
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Regina Prigge	2/10/2025
Dropout Prevention		7/7/2020	Regina Prigge	2/10/2025
Dyslexia Treatment Program		11/8/2023	Regina Prigge	2/10/2025
Title I, Part C Migrant	Shonda Cannon		Regina Prigge	3/27/2025
Pregnancy Related Services		4/1/2005	Regina Prigge	2/10/2025
Post-Secondary Preparedness		11/8/2023	Regina Prigge	2/10/2025
Recruiting Teachers and Paraprofessionals		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Crisis Intervention Programs and Training		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Discipline/Conflict/Violence Management		11/8/2023	Regina Prigge	2/10/2025
Technology Integration		11/8/2023	Regina Prigge	2/10/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Paul Neumann	5/1/2024	Regina Prigge	3/20/2025