

Weslaco Independent School District

Sam Houston Elementary

Improvement Plan

2020-2021



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.

Table of Contents

| | |
|--|----|
| Comprehensive Needs Assessment | 5 |
| Demographics | 5 |
| Student Learning | 7 |
| School Processes & Programs | 11 |
| Perceptions | 17 |
| Priority Problem Statements | 19 |
| Comprehensive Needs Assessment Data Documentation | 20 |
| Goals | 22 |
| 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. | 22 |
| 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. | 48 |
| 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. | 55 |
| 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. | 58 |
| 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. | 60 |
| State Compensatory | 62 |
| Budget for Sam Houston Elementary | 62 |
| Title I Schoolwide Elements | 64 |
| ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) | 64 |
| 1.1: Comprehensive Needs Assessment | 64 |
| ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) | 64 |
| 2.1: Campus Improvement Plan developed with appropriate stakeholders | 64 |
| 2.2: Regular monitoring and revision | 65 |
| 2.3: Available to parents and community in an understandable format and language | 65 |
| 2.4: Opportunities for all children to meet State standards | 65 |
| 2.5: Increased learning time and well-rounded education | 65 |
| 2.6: Address needs of all students, particularly at-risk | 65 |
| ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) | 65 |
| 3.1: Develop and distribute Parent and Family Engagement Policy | 65 |

| | |
|---|----|
| 3.2: Offer flexible number of parent involvement meetings | 66 |
| Campus Funding Summary | 67 |
| Addendums | 68 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

According to the PEIMS Data Review of our campus profile, 99% of the student population is Hispanic, 76% are identified as At-Risk, 87% are identified as Economically Disadvantaged, and 26% are identified as English Language Learners. Other demographic information includes students receiving special services, 3 % are identified as Migrant and 6% are identified as Gifted and Talented.

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

Demographics Strengths

- * Sam Houston has many supportive parents that value the importance of education.
- * The attendance rate has been one of the highest in the district.
- * Sam Houston Elementary continuously supports student achievements, community participation, and fundraisers.
- * Sam Houston Elementary promotes numerous student clubs and organizations. Students are encouraged to be involved and to participate in extracurricular activities such as the Hotshots Jump rope team, Cheerleading, Enrichment Clubs, and Academic UIL.
- * 25 teachers have ten or more years of classroom experience.
- * 27 teachers are Bilingually Certified
- * 38% Advanced, 20% Advanced High of ELL students scored at Advanced or Advanced High on TELPAS
- * Rated an "A" campus with 4 Distinctions earned on the Spring 2019 STAAR Assessment (Mathematics, Comparative Closing the Gaps,

Comparative Academic Growth and Postsecondary Readiness)

- Accountability Ratings

Overall 94/A

Student Achievement 89/B

School Progress 91/A

Closing the Gaps 100/A

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

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

Accountability Rating:

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

Students)

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

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

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

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

Performance Index Summary:

| | Component Score | Scaled Score | Rating |
|---------------------|-----------------|--------------|-------------------------|
| Overall | | 94 | Met Standard "A" Rating |
| Student Achievement | | 89 | Met Standard |

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

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

| | | | |
|------------------------------------|----------------------------|---------------------------|---------------------------|
| Masters 10% /3% | 3% /7% | 0% /0% | 25% /25% |
| EL | EL | EL | EL |
| Meets 54% / 31% | 64% / 48% | 25% /13% | 57% /72% |
| Masters 21% / 10% | 32% / 35% | 0% / 0% | 21% /21% |

Student Learning Strengths

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers lack knowledge of differentiated strategies to better meet individual student needs. **Root Cause:** Teachers face different learning styles in the classroom and each child has different strengths and weaknesses, differentiation of instruction has to be in place and constantly evaluated.

Problem Statement 2 (Prioritized): Students have room for improvement in practicing higher level thinking skills using Bloom's taxonomy and Webb's Depth of Knowledge in order to increase STAAR scores in all areas especially in Reading/Science. **Root Cause:** Students lack higher levels of cognitive rigor and complexity skills in order to perform on the approaches , meets and masters level of the state accountability. (90,60,30)

Problem Statement 3: Students are scoring in the 70th percentile in Reporting Category 3 (Editing) in 2018-2019 STAAR **Root Cause:** Teachers need to

continuously model functions of parts of speech in content of reading, writing and speaking, as well as, edit drafts for grammar, mechanics and spelling.

School Processes & Programs

School Processes & Programs Summary

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

The steps include:

- * Clarifying the vision/mission for the campus
- * Gather /analyze/identify data through Response To Intervention meetings with teachers (4 times a week)

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

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

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

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

Writing:

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

Mathematics:

- * Imagine Math (PK - 5th)
- * Reflex Math (2nd - 5th)
- * Pearson Math (Kinder - 5th)
- * Sharon Wells (2nd - 5th)
- * Education Galaxy (Pk-5th)

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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

2: Schoolwide Reform Strategies

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

strategies:

1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
2. Identify how each strategy strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Explore optional strategies used to support core areas.
6. Identify programs that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group, to determine the program's effectiveness which meets the needs of all students.

3: Instruction by highly qualified professional teachers

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

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

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

4. High Quality and On-going Professional Development

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

Procedures include:

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

5: Recruitment of highly qualified educators

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

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

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

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

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

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

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

Sam Houston Elementary understands the importance of creating coping skills to assist students with adjustment/transition. District staff collaborates with campus staff to provide parent orientation, campus tour, meet the teacher night, pre-registration sessions with the counselors, etc.

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

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

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

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

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

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

School Processes & Programs Strengths

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

Our staff is comprised of :

Sam Houston Elementary
Generated by Plan4Learning.com

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Sam Houston Elementary did receive Quartile 2 in the following areas: Accelerated Student Progress in ELA/Reading, 4th grade Reading Performance (Masters level), 5th grade Reading Performance (Masters level) **Root Cause:** Admin/Teachers must ensure that students approaching the Masters level continue to be challenged , examples: Power Hour, differentiated instruction, and project based learning etc.

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

Perceptions

Perceptions Summary

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

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

Other positive perceptions from the community include:

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

Sam Houston Elementary is comprised of students in Pre-Kindergarten through Fifth grade. Student success is celebrated in a variety of ways. At Sam

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

Perceptions Strengths

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

Factors observed:

- * A safe and positive learning environment with differentiated instruction for all students
- * Technology rich environment for all students
- * Full implementation of The Leader In Me
- * High Parent Participation
- * STAAR Academic Achievement
- * High Attendance Rates
- * Positive Teacher Morale
- * Students practice leadership skills daily
- * Encouragement of students to reach their 1.8 million words per year goal
- * Frequent celebrations to recognize/acknowledge student accomplishments.

Priority Problem Statements

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

Root Cause 1: Students lack higher levels of cognitive rigor and complexity skills in order to perform on the approaches , meets and masters level of the state accountability. (90,60,30)

Problem Statement 1 Areas: Student Learning

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

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

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- Equity data

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 2021, the total number of students scoring at approaches, meets, and masters on the STAAR assessments will increase from 91/59/26 to 92/65/35.

Evaluation Data Sources: STAAR Data, Istation Reports, IRI, Benchmarks

Summative Evaluation: None

Strategy 1: Analyze 2019 STAAR Data / 2020 Benchmarks / I-station Reports

Target low performing TEKS using Individualized Instruction

Ensure teachers are using the TEKS Resource System for lesson planning

Attend staff development in the core subjects and require all information to be shared at grade level meetings.

Ensure staff consistently uses the T-TESS Rubric to guide and drive their instruction.

Strategy's Expected Result/Impact: Pre-K students will be expected to do the following:

- * Recognize 24 uppercase and lowercase letters and sounds
- * Recognize 1-20
- * Count orally 30 plus

Staff Responsible for Monitoring: Pre-K Teachers

Campus Administration

Support Staff

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Analyze 2019 STAAR Data / 2020 Benchmarks / I-station Reports

Target low performing TEKS using Individualized Instruction

Ensure teachers are using the TEKS Resource System and data from Aware, for lesson planning (Forethought)

* Attend staff development, including PLCs

in the core subjects and

require all information be shared at grade level meeting.

Ensure staff consistently uses the T-TESS Rubric to guide and drive their instruction

Strategy's Expected Result/Impact: K-2nd grade reading levels will improve by 10% compared to BOY levels.

Staff Responsible for Monitoring: KG - 2nd Teachers

Campus

Administration

Support Staff

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Analyze 2019 STAAR Data / 2020 Benchmarks / I-station Reports

Target low performing TEKS using Individualized Instruction

Ensure teachers are using the TEKS Resource System and data from Aware for lesson planning (Forethought)

* Attend all staff development, including PLCs in the core subjects, and require all information to be shared at grade level meetings.

Ensure staff consistently uses the T-TESS Rubric to guide and drive their instruction.

Provide staff and students with the needed supplies to guide, promote, and facilitate student learning.

Strategy's Expected Result/Impact: 3rd-5th grade will attain overall 65% Meets and 35 % Masters in all subject areas.

Staff Responsible for Monitoring: 3rd - 5th grade Teachers

Campus

Administration

Support Staff

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Classroom supplies and resources Title 1, Part A 211 \$19,764

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Provide additional tutoring (Saturday School Extended Day, Daily Tutoring Power Hour, Daily Intervention) for students who fail Benchmarks/ CBA's in Reading, Writing, Math, and/or Science. Pre-k in-class assistance. Utilize Education Galaxy STAAR and Imagine Math aligned software for all subjects as needed.

| | | |
|--|---|------------------|
| Strategy's Expected Result/Impact: After targeting areas of weakness using data from CBA's and STAAR assessments, student scores will improve as they successfully apply strategies and skills. | | Formative |
| Staff Responsible for Monitoring: 3rd - 5th Teachers | | Nov |
| Tutors | | Jan |
| Campus | | Mar |
| Administration | | Summative |
| Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Problem Statements: None | June |
| TEA Priorities: None | Funding Sources: | |
| ESF Levers: None | Mentors, Tutoring staff, Saturday School State Comp Ed (SCE) 164 \$82,310 | |
| Comprehensive Support Strategy | Mentors, Tutoring staff, Instructional assistance Title 1, Part A 211 \$142,133 | |

Strategy 5: Provide training and Incorporate Writing Academy Strategies :

- * OCTO Surgery
- * CAFE
- *TWA
- *Expository Prompts
- *Introduction Strategies
- *Abydos
- *Education Galaxy
- *Pearson

Strategy's Expected Result/Impact: Performance on Writing assessments will improve by 10 in the following areas:

- *CBAs
- *District Benchmarks
- *STAAR Assessments
- * I-station
- * Imagine Math

Staff Responsible for Monitoring: PK-5th Teachers
Campus
Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 6: Positive reinforcement will be used for students passing benchmarks and increased scores. Incentives will also be used for students meeting attendance goals, AR goals, and classroom goals. Incentives will be provided for the students: Game room, Academic Celebrations, Novel Celebrations, AR Celebrations, Attendance Celebrations, for students, etc.

| | |
|--|------------------|
| Strategy's Expected Result/Impact: Performance on Reading and Writing Assessments will improve including the following: * CBA's * District Benchmarks * STAAR assessments *Imagine Math Assessments *I-Station | Formative |
| | Nov |
| | Jan |
| Staff Responsible for Monitoring: Admin. Counselors Coaches Teachers | Mar |
| | Summative |
| Title I Schoolwide Elements: 2.5, 2.6 TEA Priorities: None ESF Levers: None | June |
| | |
| | |
| Problem Statements: None | |
| Funding Sources: Attendance monitoring State Comp Ed (SCE) 164 \$26,153 | |

Strategy 7: Provide staff training on:

- * SIPPS
- * Herman-Method
- * Sharon Wells
- * Purposeful Learning
- * Writing Academy
- *STAAR Workbook resources
- *Curriculum Training
- *Pearson
- *Technology programs such as I-Station, Imagine Math, Reflect Math, Education Galaxy, etc.

Strategy's Expected Result/Impact: Performance Assessments will improve by 10% in the following:

- * CBA's
- * District Benchmarks
- *STAAR Assessments
- * I-Station
- * IRI's

Staff Responsible for Monitoring: Campus Administration
Teachers

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 8: Colorbands- Teachers will use the "Colorbands" tracking system to measure student progress throughout the year. (Every six weeks teachers will review.)

| |
|--|
| <div> <div> Strategy's Expected Result/Impact: Teachers will see progress on CBA's, Benchmarks and other assessments. (Color progression)</div> <div>Teachers in grades K-2nd will use math benchmarks and istation reports to track student progress.</div> <div>Students will set goals , monitor growth and make active learning choices.</div> <div> Staff Responsible for Monitoring: Teacher Campus Admin.</div> </div> <div> <div> Title I Schoolwide Elements: 2.4</div> <div> TEA Priorities: None</div> <div> ESF Levers: None</div> </div> <div> <div> Problem Statements: None</div> <div> Funding Sources: None</div> </div> |
|--|

Strategy 9: Meet with teachers to review student data, progress monitoring, effective instructional practices, and intentional planning,

Teachers will attend:

Grade Level Chair (District)

Campus PLC's

District PLC's

Weekly Lesson Planning

RTI Meetings

Strategy's Expected Result/Impact: Improved student performance for all populations by at least 10% compared to previous data.
The number of students reading below grade levels will decrease by 10% across grade levels.

Staff Responsible for Monitoring: Teacher

Campus

Admin.

Counselors

District Personnel

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Facilitating instruction/Reviewing Data State Comp Ed (SCE) 164
\$90,000

Formative

Nov

Jan

Mar

Summative

June

Strategy 10: Teachers will utilize researched based hands-on/interactive activities to increase student engagement and overall student performance.

1.) Collaborative Group Activities
- 2.) Book Projects
- 3.) Foldables
- 4.) Collages
- 5.) Journals
- 6.) Nearpod
- 7.) Screencastify
- 8.) Flipgrid
- 9.) Padlet
- 10.) Etc.

Strategy's Expected Result/Impact: Great classroom participation, collaboration and practice with Reading, Writing and Speaking.

Staff Responsible for Monitoring: Teachers,
Campus Admin.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Classroom materials State Comp Ed (SCE) 164 \$15,441

Formative

Nov

Jan

Mar

Summative

June

Strategy 11: Students will be required to create a Science Project and QUEST students will be required to participate in District and Campus Science Fair. This will help the students develop their inquiry skills and have the opportunity to participate in valuable learning experiences.

Strategy's Expected Result/Impact: Students will have the opportunity to explore and perform experiments and research. Students will improve performance on Science benchmarks and CBA's.

Staff Responsible for Monitoring: Teachers
Campus Admin.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 12: Differentiated instruction will take place to ensure that all students' academic needs are met including the following:

- * learning walks
- * constructive feedback
- * staff development
- * team planning time
- * administrator/teacher planning

Strategy's Expected Result/Impact: Students' scores will improve every six weeks by 5% in math, science, reading, and writing compared to previous assessments. There will be meaningful, purposeful learning in the classrooms, and students will be on task.

Staff Responsible for Monitoring: Admin.
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Staff to monitor and support students and teachers State Comp Ed (SCE) 164 \$85,173

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2: By Spring 2021, students in Special Education will increase their scores from:
 77/50/10 to 80/55/15 in Reading STAAR
 90/63/3 to 90/65/15 in Math STAAR
 45/18/0 to 70/25/5 in Writing STAAR
 88/88/25 to 90/90/30 in Science STAAR

Evaluation Data Sources: Benchmark and STAAR Data

Summative Evaluation: None

Strategy 1: Special Education students in 3rd and 4th grade who placed in Tier III on Istation will receive 30 minutes of intensive phonics instruction to help them achieve fluency.

Strategy's Expected Result/Impact: Formative
 CBA's Benchmarks,
 Summative
 STAAR Scores

Staff Responsible for Monitoring: Admin.
 Special Ed Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Saturday School- Selected students in 3rd to 5th grade will work on specific objectives needed to master the STAAR.

Strategy's Expected Result/Impact: Increased scores on all STAAR assessments.

Staff Responsible for Monitoring: SPED Teachers

General Ed teachers

Admin.

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

| Strategy 3: Accelerated Reading (AR) | | | | |
|---|--|--|--|-----------|
| DEAR Time | | | | |
| <div>Strategy's Expected Result/Impact: Increase number of Millionaires</div> <div>Increase reading levels</div> <div>Increase benchmark scores</div> <div>Increase STAAR scores</div> <div>Staff Responsible for Monitoring: Admin.</div> <div>Librarian</div> <div>Instruction Coach</div> <div>Title I Schoolwide Elements: 2.4, 2.5, 2.6</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div> <div>Problem Statements: None</div> <div>Funding Sources:</div> <div>Assistance with AR books State Comp Ed (SCE) 164 \$28,708</div> | | | | Formative |
| | | | | Nov |
| | | | | Jan |
| | | | | Mar |
| | | | | Summative |
| | | | | June |
| <div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div> | | | | |

Performance Objective 3: By Spring 2021, students scoring at approaches, meets, and masters will increase from 95/62/33 to 95/65/35 in Math STAAR.

Evaluation Data Sources: Benchmarks and STAAR DATA

Summative Evaluation: None

Strategy 1: In Pre-K through 5th grade, in all programs, the teachers will address math vocabulary and word meaning, math operations, estimating, rounding and geometric figures on a daily basis. This will enable the students to internalize the concepts taught and to develop a strong fundamental understanding. Teachers will also utilize the vocabulary from the TEKS Resource System.

Strategy's Expected Result/Impact: Performance on Math assessments will improve including:

- * CBA's
- * DIstrict Benchmarks
- * STAAR

Staff Responsible for Monitoring: Admin.

Teachers

Math Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

| | | | |
|---|--|------------------|--|
| Strategy 2: Math teachers will continue teaching using a "Blended Classroom". This will ensure small group instruction. - Reasoning Minds - Imagine Math (3-5th grade) -Imagine Math Blueprint (Pk-2nd) - Reflex Math | | | |
| Strategy's Expected Result/Impact: Six weeks scores will steadily increase as students master online objectives with a minimum of 70%. Staff Responsible for Monitoring: Admin. Teachers ITC Title I Schoolwide Elements: 2.4, 2.6 TEA Priorities: None ESF Levers: None | | Formative | |
| | | Nov | |
| | | Jan | |
| | | Mar | |
| | | Summative | |
| | | June | |

| | | | |
|---|--|------------------|--|
| Strategy 3: Students in 3rd to 5th grade will increase their math comprehension ability through the use of STAAR booklets and Online programs such as but not limited to: Education Galaxy, Reflex Math, Imagine Math, Sharon Wells | | | |
| Strategy's Expected Result/Impact: Performance on Math assessments will steadily improve including: * CBA's * District Benchmarks * STAAR Staff Responsible for Monitoring: Admin. Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None | | Formative | |
| | | Nov | |
| | | Jan | |
| | | Mar | |
| | | Summative | |
| | | June | |

Strategy 4: Meet with campus staff to review student data, progress monitoring, and effective instructional practices. During Power Hour, every other week, 3th -5th grade teachers will have the opportunity to meet and focus on Vertical Alignment of TEKS.

New teachers will be monitored.

| | | |
|---|--|------------------|
| Strategy's Expected Result/Impact: Performance on Math assessments will improve including: * CBA's * District Benchmarks * STAAR <hr/> Staff Responsible for Monitoring: Admin. Counselors <hr/> Title I Schoolwide Elements: 2.4, 2.6 TEA Priorities: None ESF Levers: None | | Formative |
| | | Nov |
| | | Jan |
| | | Mar |
| | | Summative |
| Problem Statements: None <hr/> Funding Sources: None | | June |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: By Spring 2021, students scoring at approaches/meets/masters will increase from 77/35/7 to 85/55/15 in Writing STAAR.

Evaluation Data Sources: Benchmarks and STAAR Scores

Summative Evaluation: None

Strategy 1: Grammer Camps- Teachers will conduct camps during the school year to focus on the lowest objectives.

These camps will take place before and/or after each writing benchmark .

Focus will be on the lowest performing objectives.

The goal will be to increase scores in all areas with an emphasize on Meet and Masters scores.

Strategy's Expected Result/Impact: Growth will reflect in the students assessments such as:

CBA's
Benchmarks
STAAR

Staff Responsible for Monitoring: Admin.

Teachers
ITC

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:

None

Formative

Nov

Jan

Mar

Summative

June





Strategy 2: The Writing Academy: Writing teachers will incorporate strategies to assist in teaching, practicing, and reinforcing grammar objectives and expository writing techniques. Methods will include a variety of differentiated styles that will aid all learners with a focus on the at-risk of failing.

| | | |
|---|---------------------------------|------------------|
| Strategy's Expected Result/Impact: There will be a steady increase in writing scores for 4th-grade students. Lower-grade teachers will continue to reinforce writing techniques during all parts of lessons, especially writing centers. | | Formative |
| Staff Responsible for Monitoring: Admin. Teachers CIF will monitor through observations . ITC | | Nov |
| | | Jan |
| | | Mar |
| | | Summative |
| Title I Schoolwide Elements: 2.4, 2.6 | Problem Statements: None | June |
| TEA Priorities: None | Funding Sources: | |
| ESF Levers: None | None | |

Strategy 3: Expository Writing Camp:
The focus on this camp will be to improve writing scores by targeting low performing TEKS and monitoring students closely as they go through the entire writing process.

| | | |
|--|---------------------------------|------------------|
| Strategy's Expected Result/Impact: The scores for our lowest-performing TEKS will increase. | | Formative |
| Staff Responsible for Monitoring: Admin. ITC Teachers | | Nov |
| | | Jan |
| | | Mar |
| Title I Schoolwide Elements: 2.4, 2.6 | Problem Statements: None | Summative |
| TEA Priorities: None | Funding Sources: | |
| ESF Levers: None | None | |

| | | |
|---|--|---------------------------------|
| Strategy 4: Meet with campus staff to review student data, progress monitoring, and effective instructional practices. | | |
| Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR. | | Formative |
| Staff Responsible for Monitoring: Admin. Teachers | | Nov |
| Title I Schoolwide Elements: 2.4 | | Jan |
| TEA Priorities: None | | Mar |
| ESF Levers: None | | Summative |
| Problem Statements: None | | June |
| Funding Sources: None | | |
| Strategy 5: Color bands - Teachers will use the "Color-band" tracking system to monitor student progress and to target individual learning needs. | | |
| Strategy's Expected Result/Impact: Teachers will see progress on: | | Formative |
| *CBA's | | Nov |
| * Benchmarks | | Jan |
| * Six Weeks Tests | | Mar |
| Students will have a visual on where they stand academically as far as test scores. | | Summative |
| Staff Responsible for Monitoring: Admin. ITC Teachers | | June |
| Title I Schoolwide Elements: 2.4 | | Problem Statements: None |
| TEA Priorities: None | | Funding Sources: |
| ESF Levers: None | | None |

| | | | | |
|---|--|--|--|------------------|
| Strategy 6: Saturday School- Selected students in 4th grade (writing) will work on specific objectives needed to master the STAAR. | | | | |
| Strategy's Expected Result/Impact: To increase writing scores. | | | | Formative |
| Staff Responsible for Monitoring: Admin. Teachers | | | | Nov |
| Title I Schoolwide Elements: 2.4, 2.5 | | | | Jan |
| TEA Priorities: None | | | | Mar |
| ESF Levers: None | | | | Summative |
| Funding Sources: None | | | | June |
| <div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | | | | |

Performance Objective 5: By Spring 2021, students scoring at approaches/meets/masters will increase from 88/70/25 to 92/70/35 in Science STAAR.

Evaluation Data Sources: Benchmarks and STAAR Scores

Summative Evaluation: None

Strategy 1: All students will be required to create a Science project. Gifted and Talented students will be required to participate in Campus District Science Fair.

Strategy's Expected Result/Impact: Formative:
Science Fair Projects

Summative:
Science Fair Results
Campus Representation

Staff Responsible for Monitoring: Admin.
Teacher

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Students will attend Science virtual field trips to create prior knowledge needed to understand a particular topic.

- * Physical Science
- * Earth Science
- * Earth and Space
- * Life Science

| | |
|---|------------------|
| Strategy's Expected Result/Impact: Formative: Class work Journals <hr/> Staff Responsible for Monitoring: Admin. Teachers <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None | Formative |
| | Nov |
| | Jan |
| | Mar |
| Problem Statements: None | Summative |
| Funding Sources: None | June |

Strategy 3: Meet with campus staff to review students data, progress monitoring, and effective instructional practices.

| | |
|---|------------------|
| Strategy's Expected Result/Impact: Improved performance for all students on benchmarks and STAAR. <hr/> Staff Responsible for Monitoring: Admin Teachers <hr/> Title I Schoolwide Elements: 2.4 <hr/> TEA Priorities: None <hr/> ESF Levers: None | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| Problem Statements: None | June |
| Funding Sources: None | |

| | | |
|---|------------------|--|
| Strategy 4: Colorbands- Teachers will use the "Colorband" tracking system to see the progress students are making. | | |
| Strategy's Expected Result/Impact: STAAR classrooms will see the progress in the following: *CBA's * Benchmarks * Six weeks test Visual for students on how they move from one color to the next. Staff Responsible for Monitoring: Admin Teachers ITC Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None | Formative | |
| | Nov | |
| | Jan | |
| | Mar | |
| | Summative | |
| | June | |
| | | |
| Strategy 5: Saturday School- Selected 5th grade students will work on specific objectives needed to master the Science STAAR. | | |
| Strategy's Expected Result/Impact: Increased Science scores in Approaches, Meets and Masters. Staff Responsible for Monitoring: Admin. Teachers ITC Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None | Formative | |
| | Nov | |
| | Jan | |
| | Mar | |
| | Summative | |
| | June | |

Strategy 6: 5th-grade students' instructional week will be devoted to standards-based inquiry science instruction.

Labs

| | | |
|---|--|------------------|
| Strategy's Expected Result/Impact: Formative: Classwork, Science Journals, Quizzes, Stemsscopes Summative: STAAR scores Staff Responsible for Monitoring: Admin. Science teachers ITC Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None | | Formative |
| | | Nov |
| | | Jan |
| | | Mar |
| | | Summative |
| | | June |
| Problem Statements: None Funding Sources: None | | |

Nov
Jan
Mar

June

✗ Discontinue

Performance Objective 6: By Spring 2021, students scoring at approaches/meets/masters will increase from 93/60/27 to 95/65/35 in Reading STAAR.

Evaluation Data Sources: Benchmarks and STAAR scores

Summative Evaluation: None

Strategy 1: Teachers will utilize researched based hands-on / interactive activities and online programs in order to increase student engagement and achieve higher performance.

1. Foldables
2. Collaborative Group Activities
3. Book Projects
4. Collages
5. Screencastify
6. Nearpod
7. Padlet
8. Flipgrid
9. etc.

Strategy's Expected Result/Impact: Formative:
Projects targeting blooms taxonomy and DOK questions.

Summative:
EOY Student Performance on benchmarks

Staff Responsible for Monitoring: Admin.
Teachers
ITC

Title I Schoolwide Elements: 2.4

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: All limited English proficient students, including parental denials, in grades Kinder through 5th will be administered the TELPAS to monitor the adequate progress in the English language acquisition. Proper testing of Las Links, Pre Las, and documentation must take place.

| | | |
|--|--|------------------|
| Strategy's Expected Result/Impact: The goal is for all EL's to show growth on TELPAS. | | Formative |
| Staff Responsible for Monitoring: Admin. Teachers Counselor ITC | | Nov |
| | | Jan |
| | | Mar |
| Title I Schoolwide Elements: None | Problem Statements: None | Summative |
| TEA Priorities: None | Funding Sources: | June |
| ESF Levers: None | Personal to help with testing and documentation. Title 1, Part A 211 \$29,902 | |

Strategy 3: Students in 3rd through 5th grade will increase their writing/reading comprehension ability through the use of STAAR booklets and online programs such as but not limited to:
 *Education Galaxy
 * Prodigy
 * Flocabulary
 * Pearson Online

| | | |
|---|---------------------------------|------------------|
| Strategy's Expected Result/Impact: Formative: Benchmarks CBA's | | Formative |
| | | Nov |
| | | Jan |
| | | Mar |
| Summative: STAAR scores | | Summative |
| Staff Responsible for Monitoring: Admin. Teachers Parents | | June |
| Title I Schoolwide Elements: 2.4 | Problem Statements: None | |
| TEA Priorities: None | Funding Sources: | |
| ESF Levers: None | None | |

| | | |
|--|------------------|--|
| Strategy 4: Colorbands- Teachers will use the "Color-band" tracking system to see the progress their students are making. | | |
| Strategy's Expected Result/Impact: STAAR classrooms will see the progress in the following: *CBA's * Benchmarks * Six weeks test Visual for students on how they move from one color to the next. Staff Responsible for Monitoring: Admin. Teachers Title I Schoolwide Elements: 2.4 TEA Priorities: None ESF Levers: None | Formative | |
| | Nov | |
| | Jan | |
| | Mar | |
| | Summative | |
| | June | |
| Strategy 5: SIPPS kits K-2nd grade | | |
| Strategy's Expected Result/Impact: Students reading levels will improve. Staff Responsible for Monitoring: Teacher CIF Title I Schoolwide Elements: 2.4 TEA Priorities: None ESF Levers: None | Formative | |
| | Nov | |
| | Jan | |
| | Mar | |
| | Summative | |
| | June | |

Strategy 6: Saturday School-

Selected students in 3-5th grade will work on specific objectives needed to master the STAAR.

Materials:

1. Complex Reading in Context
2. Reading by Genre
3. Complex Genre Analysis
4. Reading Rehearsal Plus

Strategy's Expected Result/Impact: Improvement in STAAR scores**Staff Responsible for Monitoring:** Admin.
ITC
Teachers**Title I Schoolwide Elements:** 2.4, 2.5, 2.6**Problem Statements:** None**TEA Priorities:** None**Funding Sources:****ESF Levers:** None

None

Formative**Nov****Jan****Mar****Summative****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 1: Sam Houston Elementary staff and students will incorporate technology rich lessons into their classroom.

Evaluation Data Sources: District Technology Plan
Campus Technology Needs Assessment

Summative Evaluation: None

Strategy 1: Sam Houston staff will be provided with professional training on campus computer software programs, blended learning, Google Apps and integration of technology in their daily lessons.

Strategy's Expected Result/Impact: Teachers will increase opportunities for greater differentiation, personalized learning and small group instruction which will lead to higher reading levels, increased math, science, reading and writing scores.

Student academic growth will be present.

Staff Responsible for Monitoring: -Admin.
-Instructional Technology Coach

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

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.

Strategy's Expected Result/Impact: Increased scores in assessments such as:

Staff Responsible for Monitoring: -Administration
-Teachers
-Instructional Technology Coach
-Instructional Coach

TEA Priorities: None

Formative

| | | | |
|--|--|------------------|------------------|
| Strategy 3: The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, printers, projectors, scanners, cameras, apps, online resources, laptops, light bulbs, software, Document cameras/projectors and toner/ink for printers. | | | |
| Strategy's Expected Result/Impact: Students will have the resources needed to be successful when completing assignments and inquiry based- projects in the classroom environment. Staff Responsible for Monitoring: -Admin. -Instructional Technology Coach -Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None | | | Formative |
| | | | Nov |
| | | | Jan |
| | | | Mar |
| Problem Statements: None | | Summative | |
| Funding Sources: None | | June | |
| <div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div> | | | |

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 ,W eslaco Fire Department, and Campus Documentation

Summative Evaluation: None





| | | |
|--|--|------------------|
| Strategy 1: Classroom teachers will review fire drill/lockdown safety with students, office and support staff. Administration will monitor students during monthly fire drills/lockdowns. | | |
| Strategy's Expected Result/Impact: Staff and students will be knowledgeable about how to respond if a fire emergency would arise. Student safety is key. Reaction times will improve. Staff Responsible for Monitoring: Principal CTC Teachers CIF Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None | | Formative |
| | | Nov |
| | | Jan |
| | | Mar |
| | | Summative |
| | | June |
| Strategy 2: Work with WISD and Safety and Security to ensure drop off and pick up areas are safe for parents, students, and staff. * Ensure students health needs are being met on a daily basis. | | |
| Strategy's Expected Result/Impact: Staff and students will be knowledgeable of drop off and pick up procedures.Student safety is key. Staff Responsible for Monitoring: Admin. and Staff Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None | | Formative |
| | | Nov |
| | | Jan |
| | | Mar |
| | | Summative |
| | | June |

| | | | | |
|--|--|--|--|------------------|
| Strategy 3: Update playground equipment, building/grounds, and indoor/outdoor equipment/supplies to ensure a safe school. Ensure that proper measures are taken so that playground/outside areas are safe for students. | | | | |
| Strategy's Expected Result/Impact: Student safety is key. Ensure that equipment is safe for the students. | | | | Formative |
| Staff Responsible for Monitoring: Admin. Security Custodians | | | | Nov |
| Title I Schoolwide Elements: 2.4, 2.6 | | | | Jan |
| Problem Statements: None | | | | Mar |
| TEA Priorities: None | | | | Summative |
| Funding Sources: None | | | | June |
| ESF Levers: None | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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

Evaluation Data Sources: Completion of required lessons and certificates

Summative Evaluation: None

| | | | |
|---|--|--|------------------|
| Strategy 1: ITC will assist in completing lessons in order to ensure students are well informed and understand what Common Sense Media is. | | | |
| Strategy's Expected Result/Impact: Staff will be knowledgeable in area. | | | Formative |
| Staff Responsible for Monitoring: Admin. ITC Teachers | | | Nov |
| Title I Schoolwide Elements: None | | | Jan |
| Problem Statements: None | | | Mar |
| TEA Priorities: None | | | Summative |
| Funding Sources: None | | | June |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | |

Performance Objective 4: Sam Houston Elementary staff will ensure students and staff have temperature checks before entering the building.

The nurse and nurse's aide will provide assistance to students in need to ensure are taken care of using the guidelines provided by the CDC. The nurse and her assistance will ensure student medications are administered appropriately.

Evaluation Data Sources: Administration

Summative Evaluation: None

Strategy 1: The nurse and nurse's assistance will administer student medications and aide students who are symptomatic following CDC guidelines.

Strategy's Expected Result/Impact: Students who have Covid symptoms will be isolated while awaiting parent pick up. Students will be given proper medications and taken care of to ensure they are ready to learn. Students will feel safe secure at all times.

Staff Responsible for Monitoring: Nurse, Nurse Assistant, Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Staff to help treat student illnesses. Title 1, Part A 211 \$52,949

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

Evaluation Data Sources: Parental involvement sign- in sheets

Summative Evaluation: None

Strategy 1: Sam Houston will provide parent meetings to encourage participation and attendance. These meetings will be made available both during the day and in the evening to accommodate the parents. This will increase collaboration between home and school to support parental involvement and student achievement.

Strategy's Expected Result/Impact: Parent-school-partnerships will improve the school, strengthen the family, and increase student achievement and success.

Staff Responsible for Monitoring: Administrators
Parent Liaison
Attendance Clerk

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
Parental Liason Title 1, Part A 211 \$38,349

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: In order to ensure that the school, the parents and the students all work as a team towards the students academic success, a School-Parent-Student Compact will be sent home at the beginning of every school year. This compact will be signed by the parent and student.

| | | |
|---|--|------------------|
| <p>Strategy's Expected Result/Impact: Student goals and expectations will be available to parents and this will assist in increasing student success.</p> <ul style="list-style-type: none"> * Leadership binders * Colorbands <hr/> <p>Staff Responsible for Monitoring: Administrators Parent Liason Teachers</p> <hr/> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> | | Formative |
| | | Nov |
| | | Jan |
| | | Mar |
| | | Summative |
| <p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p> | | June |

Strategy 3: Utilize all forms of contact with parents including parent/teacher conferences, student homework logs, behavior logs/ ClassDoJo, monthly parent calendar, school messenger, KWES, social media such as Facebook account, six weeks awards assemblies, Meet the Teacher, Fall Festival/ Literacy Night, Open House, and Absence Call Out Program, and Parent Center meetings.

Parent-Teacher Conference form will be signed and filed in each student cumulative folder.

| | | |
|---|--|-----------|
| <div> <div> Strategy's Expected Result/Impact: Parent-school-partnerships will improve the school, strengthen the family, and increase student achievement and success. </div> <div> Staff Responsible for Monitoring: Teachers, Campus Administration, Counselors, Parent Liason, Attendance Clerk </div> <div> Title I Schoolwide Elements: 3.1, 3.2 </div> <div> TEA Priorities: None </div> <div> ESF Levers: None </div> </div> <div> <div> Problem Statements: None </div> <div> Funding Sources: None </div> </div> | | Formative |
| | | Nov |
| | | Jan |
| | | Mar |
| | | Summative |
| | | June |

0%

No Progress

100%

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: Improve instruction for all student body including the ELL, Special Education, At-Risk, Migrant and Economically Disadvantaged

Evaluation Data Sources: Benchmarks, Istation, IRI's and STAAR Data

Summative Evaluation: None

Strategy 1: Teachers in grades K-5th will attend PLC meetings that support language arts, math, science, and social studies frameworks.

Teachers will have constant updates of the curriculum and be able to implement the activities successfully.

Teachers will utilize the TEKS Resource system.

Strategy's Expected Result/Impact: Teachers will use updates in data/resources to implement successful activities and make learning more purposeful.

Staff Responsible for Monitoring: Administration
Teachers
District Content
Strategists
Instructional Technology Coach

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Teachers in grades K-5th will attend blended learning training.
Teachers will continue to incorporate blended learning into their lessons.

| | |
|---|------------------|
| Strategy's Expected Result/Impact: Teachers District Content Strategists Formative: SPR Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR Grade Level Meetings Staff Responsible for Monitoring: Administration Teachers Instructional Technology Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |



No Progress



Accomplished



Continue/Modify



Discontinue

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

Summative Evaluation: None

Strategy 1: Grade level chairpersons will plan all field trips in a timely manner to allow the school secretary time to gather all information needed to request purchase orders, complete all needed field trip documentation, order school buses, and cafeteria meals (if needed).

Strategy's Expected Result/Impact: All district procedures will be followed to ensure a clean audit.

Staff Responsible for Monitoring: School Secretary,
Principal,
District Business
Office

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Sam Houston Elementary

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-------------------------|--|---------------|
| 6100 Payroll Costs | | |
| 164.11.6119.27.103.8.30 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$69,761.00 |
| 164.13.6119.00.103.8.30 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$72,168.00 |
| 164.11.6129.27.103.8.30 | 6129 Salaries or Wages for Support Personnel | \$29,263.00 |
| 164.12.6129.00.103.8.30 | 6129 Salaries or Wages for Support Personnel | \$30,291.00 |
| 164.23.6129.00.103.8.30 | 6129 Salaries or Wages for Support Personnel | \$19,601.00 |
| 164.11.6141.00.103.8.30 | 6141 Social Security/Medicare | \$364.00 |
| 164.11.6141.27.103.8.30 | 6141 Social Security/Medicare | \$1,012.00 |
| 164.13.6141.00.103.8.30 | 6141 Social Security/Medicare | \$1,046.00 |
| 164.23.6141.00.103.8.30 | 6141 Social Security/Medicare | \$284.00 |
| 164.11.6142.00.103.8.30 | 6142 Group Health and Life Insurance | \$5,779.00 |
| 164.11.6142.27.103.8.30 | 6142 Group Health and Life Insurance | \$139.00 |
| 164.13.6142.00.103.8.30 | 6142 Group Health and Life Insurance | \$5,779.00 |
| 164.23.6142.00.103.8.30 | 6142 Group Health and Life Insurance | \$14.00 |
| 164.11.6143.00.103.8.30 | 6143 Workers' Compensation | \$75.00 |
| 164.11.6143.27.103.8.30 | 6143 Workers' Compensation | \$210.00 |
| 164.12.6143.00.103.8.30 | 6143 Workers' Compensation | \$91.00 |
| 164.13.6143.00.103.8.30 | 6143 Workers' Compensation | \$217.00 |
| 164.23.6143.00.103.8.30 | 6143 Workers' Compensation | \$59.00 |
| 164.11.6145.00.103.8.30 | 6145 Unemployment Compensation | \$23.00 |
| 164.11.6145.27.103.8.30 | 6145 Unemployment Compensation | \$63.00 |
| 164.12.6145.00.103.8.30 | 6145 Unemployment Compensation | \$27.00 |

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|---|----------------------------------|---------------------|
| 164.13.6145.00.103.8.30 | 6145 Unemployment Compensation | \$65.00 |
| 164.23.6145.00.103.8.30 | 6145 Unemployment Compensation | \$18.00 |
| 164.11.6146.00.103.8.30 | 6146 Teacher Retirement/TRS Care | \$565.00 |
| 164.11.6146.27.103.8.30 | 6146 Teacher Retirement/TRS Care | \$2,252.00 |
| 164.12.6146.00.103.8.30 | 6146 Teacher Retirement/TRS Care | \$681.00 |
| 164.13.6146.00.103.8.30 | 6146 Teacher Retirement/TRS Care | \$1,624.00 |
| 164.23.6146.00.103.8.30 | 6146 Teacher Retirement/TRS Care | \$441.00 |
| 6100 Subtotal: | | \$241,912.00 |
| | | |
| 6200 Professional and Contracted Services | | |
| 164.13.6219.57.103.8.30 | 6219 Professional Services | \$405.00 |
| 6200 Subtotal: | | \$405.00 |
| | | |
| 6300 Supplies and Services | | |
| 164.11.6399.00.103.8.30 | 6399 General Supplies | \$18,750.00 |
| 6300 Subtotal: | | \$18,750.00 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Sam Houston Elementary needs assessment was reviewed on September 16, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Lorena Moreno- CIF

Selma Gutierrez - Principal

Maria Cavazos- Teacher

Sandra Leal - Teacher

Leena Perez- Parent

Alejandra De La Rosa- Teacher

Linda Herrera-Teacher

Jessica Garcia-Teacher

April Segura-Teacher

Alma Pena-Teacher

Adriana Cantu- Counselor

Yolanda Cuadra- Community Representative

2.2: Regular monitoring and revision

Wednesday, November 13, 2019

Wednesday, January 15, 2019

Wednesday, March 24, 2019

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

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

You can also find the Campus Improvement Plan in the Sam Houston Elementary website (<https://samhouston.wisd.us/>).

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

2.4: Opportunities for all children to meet State standards

See pages, 21-37

2.5: Increased learning time and well-rounded education

See pages,21-31

See pages, 33-35

See pages, 40-41

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy Committee

1. Yolanda Almazan- Parent Specialist
2. Selma Gutierrez- Principal
3. Adriana Cantu- Counselor
4. Patricia Jimenez- Parent
5. Sonia Flores - Parent
6. Sylvia Vasquez -Parent
7. Christina Tamez -Parent

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

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

3.2: Offer flexible number of parent involvement meetings

| | | |
|------------------------|-----------------|-------------------------------------|
| Date: October 12, 2019 | Time: 9:00 a.m. | Location: Parental Involvement Room |
| Date: October 17, 2019 | Time: 9:00 a.m. | Location: Parental Involvement Room |
| Date: October 24, 2019 | Time: 9:00 a.m. | Location: Parental Involvement Room |

Campus Funding Summary

| State Comp Ed (SCE) | | | | | |
|------------------------------------|-----------|----------|--|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | Mentors, Tutoring staff, Saturday School | 164 | \$82,310.00 |
| 1 | 1 | 6 | Attendance monitoring | 164 | \$26,153.00 |
| 1 | 1 | 9 | Facilitating instruction/Reviewing Data | 164 | \$90,000.00 |
| 1 | 1 | 10 | Classroom materials | 164 | \$15,441.00 |
| 1 | 1 | 12 | Staff to monitor and support students and teachers | 164 | \$85,173.00 |
| 1 | 2 | 3 | Assistance with AR books | 164 | \$28,708.00 |
| Sub-Total | | | | | \$327,785.00 |
| Budgeted Fund Source Amount | | | | | \$327,785.00 |
| +/- Difference | | | | | \$0.00 |
| Title 1, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Classroom supplies and resources | 211 | \$19,764.00 |
| 1 | 1 | 4 | Mentors, Tutoring staff, Instructional assistance | 211 | \$142,133.00 |
| 1 | 6 | 2 | Personal to help with testing and documentation. | 211 | \$29,902.00 |
| 2 | 1 | 2 | Personal to help run labs. | 211 | \$38,383.00 |
| 2 | 4 | 1 | Staff to help treat student illnesses. | 211 | \$52,949.00 |
| 3 | 1 | 1 | Parental Liason | 211 | \$38,349.00 |
| Sub-Total | | | | | \$321,480.00 |
| Budgeted Fund Source Amount | | | | | \$321,480.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total | | | | | \$649,265.00 |

Addendums