

Weslaco Independent School District
Sam Houston Elementary
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness



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

Teachers and students will use technologies to engage in collaborative and higher order learning environments. Teachers willing and able to use technology to assist them in their content areas in order to provide their students with skills needed to compete in the 21st Century.

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. The campus is home to 699 students in PK through 5th grade, and it currently employs 80 staff members. Over 95% of our student population communicates in both English and Spanish.

According to the PEIMS Data Review of our campus profile, ___ of the student population is Hispanic, ___ are identified as At-Risk, ___ are identified as Economically Disadvantaged, and ___ Bilingual. Other demographic information includes students in Special Education (___%), Migrant (___%), LEP (___%), and Gifted and Talented (___%).

Sam Houston Elementary is in its 3rd year as a Leader in Me School. As a school wide initiative, the 7 Habits of Happy Kids are practiced and modeled daily by students and staff. These 7 Habits are clearly visible through the halls of Sam Houston Elementary. Upon entering our campus, our vision and mission statements are clearly posted. Visitors will also see several bulletin boards that exemplify the 7 Habits. Some of these boards are Community Outreach, Wildly Important Goals (WIGS), Student Reading Achievement, Teacher Accreditation wall that promotes the value of Post-Secondary Education, and an entire wall dedicated to the students of Sam Houston Elementary that displays their unique characteristics.

Demographics Strengths

Demographics Strengths

- Sam Houston Elementary has many supportive parents that value the importance of education.
- The attendance rate has been one of the highest in the district.
- Sam Houston Elementary continuously supports students' achievements, community endeavors, and fundraisers.
- Sam Houston Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Cheerleading, Robotics, Jump Rope Team, Weekly Wellness Walks, Enrichment Clubs, and Academic UIL.
- ___ of teachers have 10 or more years of classroom experience
- ___ of classroom teachers are Bilingual certified
- ___ ELL students scored at Advanced or Advance High on TELPAS
- 6 Distinctions earned on the Spring 2017 STAAR Assessment (ELA/Reading, Mathematics, Science, Student Progress, Closing the Performance Gap and Postsecondary Readiness)

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for improvement for all core content areas on STAAR 3-5 for all students including specific populations of ELL, SPED, and Economically Disadvantaged have areas of growth. **Root Cause:** Identified students that lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension).

School Processes & Programs

School Processes & Programs Summary

Schoolwide Program Plan

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 six steps include:

1. Establishing and training the site-based planning team
2. Clarifying the vision/mission for the campus
3. Creating the school's academic profile
4. Gather data and identify sources
5. Analyzing the data
6. Reporting data findings to the entire site-based planning team and gather constructive feedback

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs, and the interventions that are currently in place.

They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on campus to continually improve the effectiveness of schoolwide programs.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Sam Houston Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of a planning process and the driving force impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators collected data in collaboration with other educators. Strengths and problems were identified. Root causes were

explored and the entire CNA was reported to the site-based planning team. The team was given time to reflect on the data, the strengths, problem statements, and questions were clarified. When the team felt that all appropriate data had been discussed and reviewed, this step of an ever-developing CNA process was finalized and written in Plan4Learning.

2: Schoolwide Reform Strategies

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

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

3: Instruction by highly qualified professional teachers

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

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

1. Provide time off for targeted, high-quality professional development.
2. Provide an mentor system for teachers new to the campus and to the district.

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

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

Procedures include:

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

5: Recruitment of highly qualified educators

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

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

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

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

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

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

Although this component primarily addresses the transition from early childhood into elementary, Sam Houston Elementary understands the importance of creating coping skills to assist students with adjustment/transition. District staff collaborates with campus staff to provide parent orientation, campus tour, meet the teacher night, pre-registration sessions with the counselors, etc.

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

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

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

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

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

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

School Processes & Programs Strengths

School Processes & Programs Strengths

- Teacher's years of service
- Teacher's education
- Low teacher turnover rate
- Bilingual Certified Teachers
- Liag Trained Teachers
- GT Core Trained Teachers

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. The participation of 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/Techonology 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...)

Other positive perceptions from the community include:

- Partnering with our local HEB
- 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 . We have a six weeks award ceremony in which students are recognized for perfect attendance, honor roll, two students receive an award for leadership, Super Reader, Accelerated Reader. Jr. Lighthouse members serve as greeters and masters of ceremonies during awards assemblies. F.D. Roosevelt participates in the Leader in Me process. F.D. Roosevelt staff and administration will be meeting four times this school year to discuss students progress (SPAR). School safety continues to be emphasized at FDR. Safety drills will be conducted every six weeks.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Limited access to technology and transportation.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 1: 100% of the staff and students through the purchase of needed technology equipment, such as: Computers, Laptops, Ipads, tablet pc, portable devices, printers, ink toners and related accessories will allow both teachers and students to achieve the highest learning potential for success in our community.

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

Summative Evaluation 1: Met Performance Objective

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

Goal 5: FINANCIAL STRENGTH-Responsible planning, management, and accountability.

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

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