# Fort Sam Houston Independent School District

# Fort Sam Houston Elementary

Accountability Rating: B

Distinction Designation:
Academic Achievement in Mathematics, Top 25 Percent: Comparative Closing the Gaps

# 2026-2027 Campus Improvement Plan

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# Mission Statement

*The mission of the Fort Sam Houston ISD is to develop the hearts and minds of all students, empowering them to become successful, active contributors in a changing global community.*

In congruence with the mission of the district, Fort Sam Houston Elementary School's campus motto is to

**P**romote
**A**chievement
**W**ithout limits
**"POWER"**

# Vision

*Our vision is to promote a quality education, where every student is a learner, every learner is a graduate, and every graduate is a success.*

# Value Statement

*We exist to serve the military child.*

*We are a family of lifelong learners who respect and honor individual differences, diversity, and talent.*

*We believe a safe and caring environment fosters the emotional and social well-being of students.*

*We believe that every teacher is a leader; every leader is a teacher.*

*We inspire our students to their highest level of learning.*

*We, the school community, provide engaging, challenging, and meaningful work for learners.*

*We prepare students to be leaders by instilling character, competence, and creativity.*

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# Comprehensive Needs Assessment

# Demographics

## Summary

**Comprehensive Needs Analysis (CNA) Process:**

The annual CNA is begun by pulling the data off the most recent Texas Academic Performance Report (TAPR) or from PEIMS reporting. The chairperson of the Campus Education Improvement Committee (CEIC) then gathers data on needs from campuses and departments, analysis of academic and discipline data, and campus committees. The results of the annual parent, teacher, and student surveys are also taken into consideration. Once the CNA is drafted, it is shared with the CEIC for review and possible revision. From this data, the Areas of need are identified and statements are prepared for the Campus Improvement Plan. This information is then turned into goals and strategies. Finally, the Superintendent and Assistant Superintendents review the plan prior to presentation to the School Board for approval.

Fort Sam Houston Elementary School was created in 1951 and has remained the sole Elementary School for the Fort Sam Houston Independent School District. The elementary campus is located on the Fort Sam Houston Army Installation which comprises Joint Base San Antonio. At present, Fort Sam Houston Elementary School serves approximately 739 students in PK through 5th grade, as well as a small number of 3-year-olds who are eligible for specialized individual programs related to specific areas of disability. Enrollment consists of students who reside on the installation (residents) and those who apply and are accepted based upon eligibility criteria (non-residents).

The table below reflects enrollment for the past six years.

**Students PEIMS Reported**

**Enrollment**

| Grade | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|---|---|---|
| **EE** | 7 | 4 | 9 | 2 | 7 | 6 |
| **PK** | 98 | 93 | 81 | 105 | 92 | 101 |
| **K** | 131 | 133 | 142 | 116 | 115 | 102 |
| **1** | 128 | 117 | 136 | 135 | 107 | 121 |
| **2** | 122 | 113 | 122 | 118 | 130 | 108 |
| **3** | 116 | 124 | 125 | 126 | 124 | 126 |
| **4** | 123 | 108 | 127 | 117 | 118 | 128 |
| **5** | 111 | 111 | 116 | 131 | 125 | 113 |
| **Totals** | **836** | **803** | **858** | **850** | **818** | **805** |

# Strengths

- 94% of our students are children of active duty military personnel with a smaller percentage having a parent(s) retired from military service.
- The non-resident transfer program supports our belief that the school benefits everyone and it's success is rooted in strong, collaborative partnerships.  We are committed to fostering mutual respect and actively collaborating with students and families to create a unified community dedicated to lifelong learning.  By affording military families more opportunities to attend the school of their choice and one that also has a high population of students and teachers who identify with the needs of military families.
- Students enrolled at Fort Sam Houston Elementary represent a diverse group of learners:
- **Ethnic Distribution:**

.6% - American Indian/Alaska Native

3.5% - Asian

17.8% - Black

1.4% - Native Hawaiian/Pacific Islander

37.3% - White

30.1% - Hispanic/Latino

9.4%Two or More Races

# Student Learning

## Summary

2020-2021 -- No accountability status was reported.

2021-2022 -- Accountability rating of 87 -- B at the Elementary. Fort Sam Houston Elementary Rating: Distinctions - ELAR, Science, Postsecondary Readiness

2022-2023 -- Accountability rating B at the Elementary.  Distinctions -Academic Achievement in ELA/Reading, Top 25 Percent: Comparative Academic Growth

2023-2024- Accountability rating B at the Elementary. Distinctions - Academic Achievement in ELA/Reading, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps

2024-2025 Accountability rating of 85 -B at the Elementary - Distinctions -Academic Achievement in Science

2025-2026 Accountability rating of 89 - B at the Elementary - Distinctions -Academic Achievement in ELA/Reading, Top 25 Percent :Comparative Academic Growth

2025-2026 RLA

| Grade Level | Did Not Meet | Approaches | Meets | Masters | Met Growth Goal |
|---|---|---|---|---|---|
| 3rd (Tested Students 103) | 18% | 14% | 23% | 45% | [redacted] |
| 4th (Tested Students 102) | 20% | 23% | 33% | 25% | 49% Expected/ Accelerated |
| 5th (Tested Students 117) | 11% | 22% | 26% | 40% | 84% Expected/ Accelerated |

2025-2026 Math

| Grade Level | Did Not Meet | Approaches | Meets | Masters | Met Growth Goal |
|---|---|---|---|---|---|
| Grade 3 (tested students 101) | 21% | 18% | 26% | 35% | [redacted] |
| Grade 4 (tested students 103) | 36% | 22% | 31% | 11% | 66% Expected/ Accelerated |
| Grade 5 (tested Students 113) | 11% | 22% | 26% | 40% | 79% Expected/ Accelerated |

## Strengths

While we are proud of our students' performance on the STAAR assessment, we know there is much more work to be done. A brief summary is below:

- Most student groups performed well in all areas. Looking at Specially Designed Instruction (SDI) and planning to support our Special Education students.
- Professional Learning Communities (PLC) allow teachers and Instructional Coaches to work together during the school day and must continue to be protected.
- WIN (What I need) time is helpful in supporting all students during the school day.
- Reading - Strong scores across all testing grade levels. 3-5
- Math - Scores improved, but we are looking at the internalization of HQIM at 4th grade.
- Science - Looking at current master schedule and time spent on Science instruction across all grade levels to support 5th grade on their STAAR assessment.

# School Processes & Programs

## Summary

Fort Sam Houston Elementary in alignment with the district provides resources at a high level of rigor, designed to engage students in inquiry-based experiences, with a focus on applying strategies and content area knowledge in meaningful context. Access to a variety of assessments provides real-time information for teachers and administrators to assess student mastery. Data is gathered in an on-going manner to inform classroom instruction as well as to inform improvements to curriculum, instruction and assessment. Projects that incorporate STEAM principles to keep students interested in math and science courses.

Frameworks such as Lead4Ward allow opportunities to analyze data to determine areas requiring instructional focus and lesson design frameworks.

Fort Sam Houston Elementary teachers meet federal and state highly qualified requirements resulting in students taught by staff that hold high expectations for learning.

In addition to professional development, teachers participate in Professional Learning Communities twice a week to internalize and analyze data, participate in collegial conversations centered around student achievement, innovation, curriculum, instruction, and assessment.

Members of the Fort Sam Houston Elementary Learning Organization take pride in their school and it's reputation of success. Improving the campus and it's effectiveness are a top priority for all staff members. The commitment of the school is to keep students at the center of all actions and decisions, which are reflected in the FSHISD Belief Statements, which are shared on posters displayed in every classroom to serve as a constant reminder of our vision. Members are vested in living these beliefs as positive ambassadors of our work and service to military students and the community at large.

## Strengths

Fort Sam Houston elementary in alignment with the district provides teachers with an aligned curriculum using the TEKS Resource System as a resource to ensure all students have access to the required state standards. Teachers are trained in how to design engaging, challenging, and meaningful work for students, have the technological resources to create innovative experiences for students, and are learning how to incorporate STEAM principles in lessons. Members of the learning organization see the value of technology to enhance the learning experience of students and teachers. This fuels the decision to invest in technology to support the teaching and learning on every campus and in every content area.

Strategies such as quarterly grade level grading plans are in place to support curriculum alignment with formal and informal assessment opportunities.

Fort Sam Houston Elementary in alignment with the district provides resources at a high level of rigor, designed to engage students in inquiry-based experiences, with a focus on applying strategies and content area knowledge in meaningful context. Access to a variety of assessments provides real-time information for teachers and administrators to assess student mastery. Data is gathered in an on-going manner to inform classroom instruction as well as to inform improvements to curriculum, instruction and assessment. Projects that incorporate STEAM principles keep students interested in math and science courses.

Frameworks such as Lead4Ward allow opportunities to analyze data to determine areas requiring instructional focus and lesson design frameworks.

Fort Sam Houston Elementary is proud that teachers have the knowledge and skills to internalize engaging, challenging and meaningful experiences for students.  Teachers value the planning time they have in Professional Learning Communities. PLC's are designed around analyzing data to directly impact instructional strategies with the goal to improve student learning. Teachers are provided opportunities to participate in professional development centered around Research Based Instructional Strategies (RBIS), Bluebonnet Math, STEAM, and SpEd.  Committees meet on a monthly basis to support curriculum design, positive behavior, and campus improvement.

# Perceptions

## Summary

Fort Sam Houston Elementary will continue a focus on a sustainable, positive, a supportive school climate that fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. The school climate will include norms, collective commitments, values and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live and contribute to a shared school vision. Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. Each person contributes to the operations of the school and the care of the physical environment.

Parents are engaged in their child's school experience through regular communication, clubs, activities and programs that promote active character education, counseling, and family and community involvement. The District has many partnerships with Fort Sam Houston that also support our students and their families. Examples include our Adopt-A-School partnerships with the Army Environmental Command and Brooke Army Medical Center as well as long-standing partnerships with the Dental Command and 502d ABW Mission Support Group and Security Forces. Partnerships are evident through the School Based Health Clinic, DENTAC, staff training on Anti-Terrorism, Active Shooter, and Child Abuse and Maltreatment as well as service on district and campus committees.

The Military Child Education Coalition provides support through the addition of a Military Student Transition Consultant - Affiliate and Parent Liaison who work onsite to support our students and parents as well as provide training for our teachers to address the specific needs of our students and their families. The elementary school operates an Ambassador Program to welcome new students.

Funded through outside sources, two Military Family Life Consultants are assigned to each campus and work with school staff to provide support for students at school.

Campus survey results indicate a need to strengthen communication between campus/department leadership and employees, particularly regarding responsiveness to employee needs. Survey responses reflect concerns about leadership responsiveness, with 22% indicating “not very responsive” and 11% indicating “not responsive,” compared with 12% indicating “very responsive” and 11% indicating “responsive.” These results suggest that employees may not consistently feel heard or supported when communicating their needs to leadership. The campus will focus on improving two-way communication, timely follow-up, and transparent communication practices to strengthen trust, collaboration, and employee perceptions of leadership responsiveness. Staff survey results indicate a need to strengthen communication and responsiveness across the district and campus. Regarding district leadership responsiveness, 24% of staff rated leadership as “non-responsive” or “not very responsive,” while 23% rated leadership as “responsive” or “very responsive.” Additionally, 24% of staff reported that communication of important information is “not very effective,” compared with 10% who rated it “very effective.” These results suggest an opportunity to improve the timeliness, clarity, and effectiveness of communication and to strengthen staff perceptions that their concerns and needs are heard and addressed. Improving two-way communication, transparency, and follow-through will be important in building trust, supporting staff, and fostering a collaborative school culture.

## Strengths

Fort Sam Houston Elementary celebrates parental, community and student engagement through communication, clubs, activities and programs that promote the six ethical values: Trustworthiness, Respect, Responsibility, Caring, Fairness, and Citizenship.

Fort Sam Houston Elementary offers support through Military Family Life Consultants.

Campus partners with the Army Environmental Command Center for educational support.

Communication with parents and community members is consistent and shared in a timely manner through various technology based sources and social media.

Social Emotional Learning and Development of all students is supported by innovative activities and supports such as Mindfulness,

PBIS, Restorative Discipline and school counselors.

Recycling Program partnership with Pepsi Co and JBSA FSH.

# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

## Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Accountability Distinction Designations**
- ☑ **Federal Report Card and accountability data**

## Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR released test questions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- ☑ **Student failure and/or retention rates**

- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**

## Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **STEM and/or STEAM data**

## Student Data: Behavior and Other Indicators

- [x] **Attendance data**

- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

## Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

## Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

- [x] **Parent activity evaluations and feedback data**

## Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

# Goals

# Goal 1 Fort Sam Houston Elementary (FSHE) will recruit, support & retain a highly effective workforce.

## Performance Objective 1 ☑ High Priority

FSHE will conduct targeted outreach to attract diverse talent and will retain staff by providing ongoing prioritized professional learning opportunities, a supportive work environment that fosters collaboration and engagement to ensure all students benefit from high-quality instruction and a positive learning atmosphere.

**Evaluation Data Source:** Job Fairs, PLC Agendas, Professional Learning Agendas, CBPL Agendas, Sign Ins, Surveys

### Strategy 1

Include Professional Learning sessions in support of Faculty and Staff SEL such as Growth Mindset, Self Care, Health and Wellness and Choice Topics/Interests.

**Strategy's Expected Result/Impact:** Positive staff survey results.

**Staff Responsible for Monitoring:** Administrators

#### Formative Reviews

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### Strategy 2

Include instructional coaching support, professional learning around the curriculum, and daily collaboration time.

**Strategy's Expected Result/Impact:** Teachers implement grade level curriculum that results in higher, more profound student learning.

**Staff Responsible for Monitoring:** Administrators

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### Strategy 3

Enhance instructional quality and student achievement by embedding professional learning

communities (PLCs), instructional coaching, and targeted district professional learning in Curriculum-Based Professional Learning (CBPL).

**Strategy's Expected Result/Impact:** Teachers will internalized their specific content materials that will result in high quality instruction leading to student academic growth.

**Staff Responsible for Monitoring:** Administrators

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## Performance Objective 2

The campus will maintain efforts to welcome and support new employees throughout their first two years with FSHISD through a structured mentorship program, ongoing district professional learning, and collaborative educational opportunities.

**Evaluation Data Source:** Mentor Program, Monthly Meetings with Mentors, Coaching Meetings, Staff Surveys, Superintendent Quarterly Meetings, Induction, Sign-In Sheets, Check Ins with GLCs, Observations

### Strategy 1

Analyze surveys from faculty and staff during the school year and when resigning from FSHISD.

**Strategy's Expected Result/Impact:** Use the survey results to support and retain highly qualified staff.

**Staff Responsible for Monitoring:** Administrators

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### Strategy 2

Campus Social Committee will continue to create opportunities and events for all staff to interact and grow professionally and personally.

**Strategy's Expected Result/Impact:** Staff will work closer together to support one another.

**Staff Responsible for Monitoring:** Administrators

### Formative Reviews

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## Strategy 3

Leverage the Teacher Mentorship Program (TMT) framework to provide comprehensive, high-leverage mentorship, aligned coaching cycles, and structured release time for mentor-mentee collaboration, ensuring compliance with state mentoring standards and maximizing novice teacher effectiveness and retention.

**Strategy's Expected Result/Impact:** The staff will work to support new or novice teachers new to FSHISD to increase their effectiveness, engagement, and retention.

**Staff Responsible for Monitoring:** Administrators

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## Performance Objective 3

The campus will improve protocols for communication between admin, faculty, staff, parents and students by establishing transparent, consistent, and accessible communication channels that promote collaboration and engagement.

**Evaluation Data Source:** Newsletter
Collaboration with PTO & all stakeholders
Principal's Coffee
School Calendar
Cole and District Offices
PLC Check Ins
Faculty Meetings
GLC Meetings
CEIC Meetings
Surveys
Sign In Sheets
Social Media
Parent Square
School Community Events
Weekly Memo
Quarterly team/admin Meetings

## Strategy 1

Implement a streamlined internal and external communication protocol using Parent Square and official email distribution networks to ensure all new and returning staff receive clear, timely, and actionable notifications, campus updates, and organizational messages.

**Strategy's Expected Result/Impact:** Well informed staff therefore supporting and ensuring a positive school culture.

**Staff Responsible for Monitoring:** Administrators

## Formative Reviews

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# Goal 2

The percentage of 3rd grade students that score "meets grade level" or above on the State of Texas Assessment of Academic Readiness (STAAR) will increase from 68% to 71% in the area of Reading  from Spring 2026 to Spring 2027.

## Performance Objective 1

All new K through 3rd Grade teachers that are in need of completing the Science of Reading training will complete their Reading Academy during their first year of employment.

**Evaluation Data Source:** Region 20
Coaching Support
Plan using the PK -2 Self Assessment
CBPL for HMH

### Strategy 1

For the 2026-2027 school year, the campus will ensure that all K-3 teachers new to the district complete the Reading Academy and effectively implement its evidence-based instructional strategies in their classrooms.

**Strategy's Expected Result/Impact:** Improved literacy strategies based on scientific research for higher student performance as evident by the end of the year universal screener result or state assessment.

**Staff Responsible for Monitoring:** Administrators

#### Formative Reviews

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## Performance Objective 2

Pre-K  will increase the percentage from 82%  to 85% on Kinder readiness as evident by their progress monitoring tools (CIRCLE/Mclass) and Kinder will increase their percentage from 82% to 85% by the end of 2027 school year.

**Evaluation Data Source:** MTSS/RTI
HMH Module Assessments
Frog Street support
Universal Screeners
Coaching support
PLC
Curriculum support
CIRCLE Assessment

## Strategy 1

For the 2026-2027 school year, the campus will ensure that all new-to-district K-3 teachers complete the Reading Academy and implement its foundational strategies, while classroom teachers provide targeted small group instruction using High-Quality Instructional Materials (HQIM), and Reading/Math Interventionists, Dyslexia specialists, and non-classroom assigned teachers deliver specialized small group acceleration during pull-out sessions to support student learning.

**Strategy's Expected Result/Impact:** All students will grow one year academically in Reading and Math.

**Staff Responsible for Monitoring:** Administrators

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## Performance Objective 3

1st and 2nd grade students will increase from 71% to 73% Readiness on their Mclass progress monitoring by the end of the 2027 school year.

**Evaluation Data Source:** MTSS/RTI
HMH Module Assessments
Universal Screeners
Coaching support
PLC
Curriculum support

## Strategy 1

Grades 1-5 teachers will use team teaching and flexible rostering to sort students into needs based groups during WIN time for academic support.

**Strategy's Expected Result/Impact:** Improved student performance on Formative and Summative assessments while continuing to work on vertically aligning curriculum.

**Staff Responsible for Monitoring:** Administrators

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## Strategy 2

Reading and Math Interventionists will provide students with accelerated instruction during dedicated What I Need (WIN) time, to Tier 3 students within the Multi-Tiered System of Supports / Response to Intervention (RTI) framework.

**Strategy's Expected Result/Impact:** Improved student performance on Formative and Summative assessments while continuing to work on vertically aligning curriculum.

**Staff Responsible for Monitoring:** Administrators

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## Strategy 3

Grades 1-5 teachers will use high quality instructional materials (HQIM) in the area of reading to provide on-grade-level Tier 1 instruction.

**Strategy's Expected Result/Impact:** Improved student performance on Formative and Summative assessments while continuing to work on vertically aligning curriculum.

**Staff Responsible for Monitoring:** Administrators

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# Goal 3

The percentage of 3rd grade students that score "meets grade level" or above on the State of Texas Assessment of Academic Readiness (STAAR) will increase from 61% to 64% in the area of Math from Spring 2026 to Spring 2027.

## Performance Objective 1

☑ **HB3 Goal**

Pre-K will increase from 96 % to 98% Kinder readiness as evident by their universal screener (CIRCLE/ Mclass) and Kinder will increase their percentage from 85% to 87% Readiness by the end of 2027 school year.

**Evaluation Data Source:** MTSS/RTI
Eureka Module/Unit Assessments
Frog Street support
Universal Screeners
Coaching support
PLC
Curriculum support
CIRCLE Assessment

### Strategy 1

Classroom teachers will provide small group Tier 2 instruction using High-Quality Instructional Materials (HQIM), while Math Interventionist and other non-classroom assigned teachers will deliver accelerated small group instruction.

**Strategy's Expected Result/Impact:** All students will grow one year academically in Math.

**Staff Responsible for Monitoring:** Administrators

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### Strategy 2

Execute the LASO Math Implementation by pairing instructional coaching and Region 20 support with a robust data-monitoring process to deliver high-fidelity, evidence-based practices and targeted interventions that accelerate student math growth

**Strategy's Expected Result/Impact:** The students will show a measurable increase in math proficiency across all grade levels by ensuring consistent, high-quality, and targeted instruction driven by continuous data analysis and expert coaching support.

**Staff Responsible for Monitoring:** Administrators

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## Strategy 3

Grades 1-5 teachers will use high quality instructional materials (HQIM) in the area of math to provide on-grade-level Tier 1 instruction.

**Strategy's Expected Result/Impact:** Teachers will internalized their specific content materials that will result in high quality instruction leading to student academic growth.

**Staff Responsible for Monitoring:** Administrators

### Formative Reviews

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## Performance Objective 2

1st and 2nd grade will increase their Math Readiness on the universal screener from 54% to 58% by the end of the 2027 school year.

**Evaluation Data Source:** MTSS/RTI
Eureka Module/Unit Assessments
Universal Screeners
Coaching support
PLC
Curriculum support

## Strategy 1

Classroom teachers will provide small group Tier 2 instruction using High-Quality Instructional Materials (HQIM), while Math Interventionists and other non-classroom assigned teachers will deliver accelerated small group instruction.

**Strategy's Expected Result/Impact:** All students will grow one year academically in Math.

**Staff Responsible for Monitoring:** Administrators

### Formative Reviews

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# Goal 4

FSHE will continue to foster a supportive school culture where all students, staff, and community members feel welcomed, safe, and valued, by implementing activities that cultivate belonging, establish clear protocols for mental health and safety, creating opportunities for families and community members to participate in school activities and develop channels for stakeholders to share their experiences and suggestions.

## Performance Objective 1

Host at least 1 stakeholder family engagement event per month during the 2026-2027 school year, actively incorporating events specifically designed to support, celebrate, and engage Emergent Bilingual students and their families.

**Evaluation Data Source:** Family and community surveys

### Strategy 1

Campus House System will continue and CHAMPS will  be implemented to start the year as part of FSHE's PBIS system in support of community and shared accountability to nurture the whole child.

**Strategy's Expected Result/Impact:** Reinforcement of Character Pillars (Counseling Program) and Campus Wide Language, Creating/Implementing MTSS framework.

**Staff Responsible for Monitoring:** Administrators, PBIS Sponsors (per grade level), PBIS Committee

### Formative Reviews

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### Strategy 2

Family and community engagement will cultivate authentic, two-way partnerships by systematically integrating family input into instructional decision-making and leveraging community resources to provide comprehensive academic and wellness support for all students to include our high quality PK family engagement plan and our Title I family engagement plan.

**Strategy's Expected Result/Impact:** The creation of a supportive system that positively impacts student academic achievement and the students emotional well-being by harnessing school, family, and community resources toward  shared educational goals.

**Staff Responsible for Monitoring:** Administrators

### Formative Reviews

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## Performance Objective 2

School safety procedures will continue to be reviewed, practiced, and improved as part of the ongoing effort to keep staff, students and parents updated of the methods in which the campus is ensuring the well-being of students.

**Evaluation Data Source:** Safety Committees
Safety Checks - Locked Classroom doors
Lock down drills
Weather drills
Fire drills

### Strategy 1

All faculty and staff will be directly trained in Navigate 360 app as part of our Crisis Prevention and Intervention program. Teachers will then train students in these protocols.

**Strategy's Expected Result/Impact:** Effective and efficient crisis management procedures.

**Staff Responsible for Monitoring:** Administrators
SRO

### Formative Reviews

| January | March | May |
|---|---|---|

### Strategy 2

FSHE Leadership and all Staff will practice drills monthly in order to implement effective procedures and debrief about how to make improvements.

**Strategy's Expected Result/Impact:** Students and Staff will be well versed in different type of drills and what steps to take if needed during a real life situation.

**Staff Responsible for Monitoring:** Administrators
SRO

### Formative Reviews

| January | March | May |
|---|---|---|

## Performance Objective 3

Staff will be capturing and sharing amazing, creative, thoughtful, positive "Shout Outs" at FSHE to maintain a positive School Culture.

**Evaluation Data Source:** Staff Surveys
Campus Newsletter
PTO Newsletter
Staff and Parent Communication
Social Media
Shout Outs at Faculty Meetings

### Strategy 1

Staff, parents and students will share moments with the entire staff and administration will share with parents via the weekly newsletter and with staff during faculty meetings.

**Strategy's Expected Result/Impact:** Sharing positive moments with others increasing kindness across the campus and community.

**Staff Responsible for Monitoring:** Administrators

#### Formative Reviews

| January | March | May |
|---|---|---|

# Goal 5

The percentage of 5th grade students that score "meets grade level" or above on the State of Texas Assessment of Academic Readiness (STAAR) will increase from 56% to 58% in the area of Science from Spring 2026 to Spring 2027.

## Performance Objective 1

Students will engage in hands-on investigations, ask questions, make predictions, and use evidence to explain scientific concepts related to life, physical, and Earth sciences.

**Evaluation Data Source:** MTSS/RTI
Frog Street
McGraw Hill Unit assessments
Coaching support
PLC
Curriculum support

### Strategy 1

Grades 1-5 teachers will internalize curriculum lesson with the support of instructional coaches to support the science academic growth for all students.

**Strategy's Expected Result/Impact:** Students received the support and guidance to grow one year academically.

**Staff Responsible for Monitoring:** Administrators

#### Formative Reviews

| January | March | May |
|---|---|---|

# State Compensatory Education

# State Compensatory

## Budget for Fort Sam Houston Elementary

**Total SCE Funds:** $156,753.00

**Total FTEs Funded by SCE:** 1

**Brief Description of SCE Services and/or Programs**

The monies are used to fund several teachers in the Response to Invention program. Students in this program are referred for end of year summative results of Did Not Meet Expectations, as well as those in the Multi Tiered System of Supports referral process.

## Personnel for Fort Sam Houston Elementary

| Name | Position | FTE |
|---|---|---|
| Charlotte Perez | Teacher | 0.5 |
| Patricia Hernandez | Teacher | 0.5 |

# Title I Summary

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Charlotte Perez | Math Interventionist | Math | 1 |

# Plan Notes

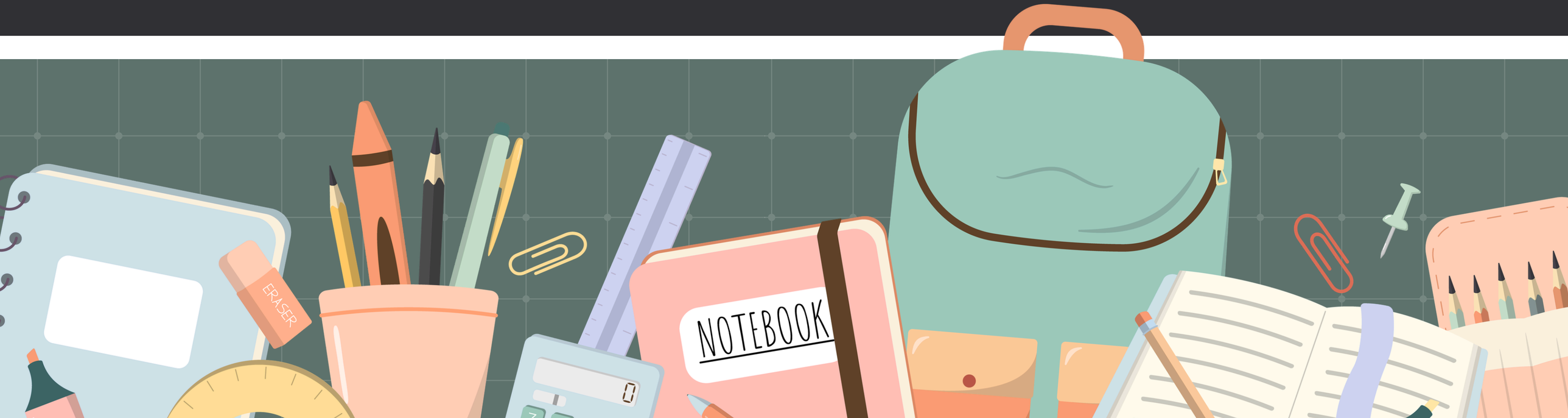
# Plan Notes

The administrative team led by the principal will be responsible for monitoring of the plan.  The instructional coaches, teachers, and interventionist will assist with the monitoring of the plan.  The documentation of progress on our plan will be conducted 3 times a year.

Updates will be conducted through communication via parent meetings (parent conferences, principal's coffee, family engagement events)

SCHOOL YEAR 2026-2027

# ANNUAL TITLE 1 MEETING



# GREETINGS

We are happy to welcome you to our parent information meeting.

Please sign in on sign in sheets or using the QR Code on the next slide

# ATTENDANCE

# What is Title 1 Part A?

T1a is part of the Every Student Succeeds Act (ESSA), that provides funds to close the achievement gaps by supporting historically underserved students.

FSHE is a Schoolwide Program Campus, meaning the purpose is to upgrade the entire educational program and to improve overall student academic achievement.

# What are the Title I, Part A requirements?

- Written Parent and Family Engagement Policy
- Annual Meeting
- Flexible meetings
- Involvement of parents/guardians and families
- Provide parents of participating children:
  - Timely information
  - Description and explanation of curriculum, forms of assessments, achievement levels of the State academic standards
  - Opportunities for regular meetings if requested
- Unsatisfactory comments by parents to be submitted with the schoolwide program plan
- School-Parent Compact (Parent-Teacher Conferences at Elementary level)
- Building Capacity

# The right of families to be involved

How you can support your child's learning & specific opportunities for you to participate:

- Volunteering in your child's classroom,
- Observing classroom activities,
- Participating in decisions related to the education of your children,
- Assisting in the review and revision of policy, compact, and the campus improvement plan,
- Serving on a parent advisory board, etc.
- Attending annual parent-teacher conferences

# CURRICULA & ASSESSMENT

## Curricula and Standards

Texas Essential Knowledge & Skills

PreK - Frogstreet
RLA - HMH
Math - Bluebonnet
Science - McGraw Hill
Social Studies - TEKS
Health - Great Body Shop

# COMPACT & PFE

Located...

Will be distributed...

Comments welcomed...

# CURRICULA & ASSESSMENT

## Required State Assessments

Pre-K will take the Circle Assessment (CLI) three times a year.
Kinder - 2nd will take MClass for Reading and Renaissance for Math.

State of Texas Assessment of Academic Readiness (STAAR)
Grades 3-5
April 7 - May 1

Did Not Meet Grade Level Expectations
Approaches Grade Level Expectations
Meets Grade Level Expectations
Masters Grade Level Expectations

# 2nd PFE Meeting

Principal's Coffee
January 25, 2027
9:00 - 9:45
Title I presentation
School Year Overview
Safety & Procedures
Communication
Volunteers
PTO

# Principal's Coffee

October 19: 9:00
November 5: 9:00
January 25: 9:00
February 18: 4:30
March 25: 8:00
May 6: 9:00

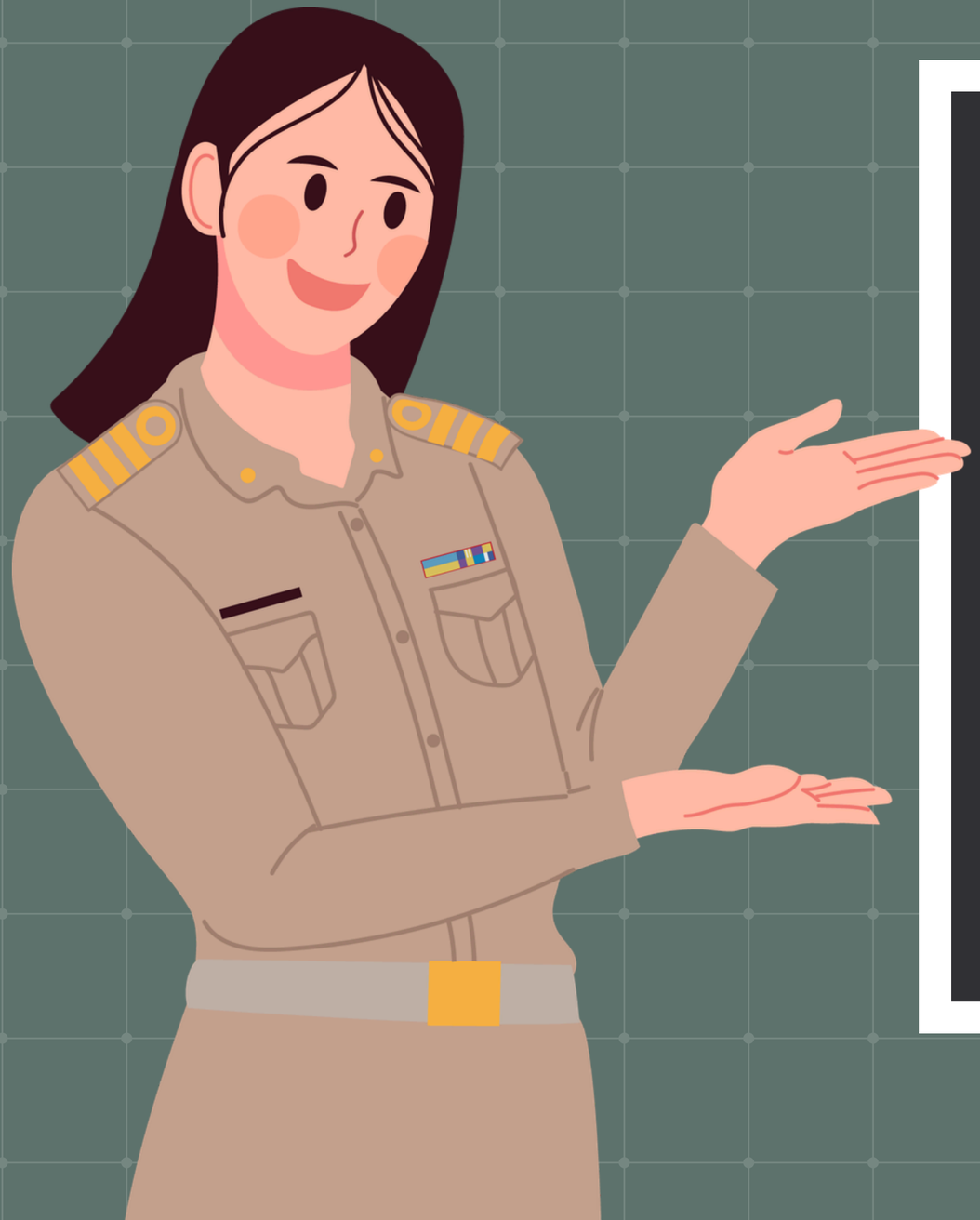
# THE VALUE OF PARENT CONTRIBUTION

This includes:

How can we reach out?

How can we communicate?

How can we build ties with families?



# FEEDBACK

# PARENT-TEACHER CONFERENCE DAYS

October 24, 2025

February 13, 2026

# MORE INFO..

More in depth information on all these topics will be presented at Principal Coffees throughout the year:

RtI, Intervention

Assessments

TBD

## WHAT IS A FAMILY-SCHOOL COMPACT?

A Family-School Compact is an action plan to enhance schools and promote student success. The Family-School Compact describes how Fort Sam Houston Elementary and families can work together to help children achieve the state's high standards. It outlines how parents, the school staff, and students will share responsibility for improved student academic achievement. Compacts are discussed with parents/guardians and students during Parent/Teacher Conferences (October 25, 2025). Our Compact describes what the school will provide to students and parents, how communication will take place, and how teachers will help students develop necessary skills. It outlines what strategies families can use at home to support their child's learning. These components are linked to our Campus Improvement Plan.

## JOINTLY DEVELOPED

Parents, staff, and students of Fort Sam Houston E.S. contributed to the development of this Compact. Input at meetings, and evaluation of current parent involvement practices were all considered. Teachers suggested activities that will be supported and provided for that can take place at home, and parents contributed ideas to make these activities possible. Students offered feedback on what would help them learn. Meetings are held each year to review the Compact, and to make necessary changes. The Compact ensures that students are provided with the best opportunity for academic achievement by the school and family working together. Parents are welcome to contribute comments at any time as the Compact will be referenced throughout the year. Please contact your Title I Coordinator, Lori Fuller by email at TitleOne@fshisd.org with questions.

## FSHISD & FSHE CAMPUS IMPROVEMENT PLAN GOALS

- Goal 1: Fort Sam Houston Elementary (FSHE) will recruit, support, & retain a highly effective workforce.
- Goal 2: The percentage of 3rd grade students that score "meets grade level" or above on the State of Texas Assessment of Academic Readiness (STAAR) will increase from 68% to 71% in the area of Reading from Spring 2026 to Spring 2027.
- Goal 3: The percentage of 3rd grade students that score "meets grade level" or above on the State of Texas Assessment of Academic Readiness (STAAR) will increase from 61% to 64% in the area of Math from Spring 2026 to Spring 2027.
- Goal 4: FSHE will continue to foster a supportive school culture where all students, staff, and community members feel welcomed, safe, and valued, by implementing activities that cultivate belonging, establish clear protocols for mental health and safety, creating opportunities for families and community members to participate in school activities and develop channels for stakeholders to share their experiences and suggestions.
- Goal 5: The percentage of 5th grade students that score "meets grade level" or above on the State of Texas Assessment of Academic Readiness (STAAR) will increase from 56% to 58% in the area of Science from Spring 2026 to Spring 2027.

Fort Sam Houston ISD

# FSHISD & FSHE FAMILY-SCHOOL COMPACT 2026-2027

As we prepare for the 2025-2026 school year, we are guided by our shared vision:
To promote a quality education, where every student is a learner, every learner is a graduate, and every graduate is a success.

This is accomplished through engaging learners in relevant and innovative literacy-based instruction, opportunities for parent and community involvement, and activities that are mindful of the social emotional development of all learners.

**Principal: Mrs. Julissa Fisher**

## GET IN TOUCH


210-368-8800

https://fshelem.fshisd.net/

4351 Nursery Road,
San Antonio, TX 78234

## Building Partnerships

Fort Sam Houston Elementary is committed to providing families with resources and opportunities for learning in order to assist parents in working with their child. This year we will offer Parent Involvement opportunities and Family Learning Nights. During these events providing information on topics such as helping your child in Math and Reading, Understanding Tests and Assessments, Grade Level Learning Expectations, Helping with Homework, and more. We are excited this year to be hosting our Annual STEAM Night and Celebrations Around the World Family Night. All parents are invited to request specific topics of interest as well. Fort Sam Houston Elementary's Weekly Bulletin is shared on Twitter and emailed through Parent Square every Sunday, with news on upcoming Parent Involvement events and other helpful information.

## Communication About Student Learning

Fort Sam Houston Elementary recognizes the importance of frequent, consistent and specific communication with parents. Parent-Teacher Conferences will take place on 10/24/25. Student Report Cards are issued every nine weeks. Progress reports are digital and can be accessed through Aeries on the 4th and 7th week of each grading period. Parent Square is used to send messages to all parents who sign up throughout the year with their teacher and campus. Teachers also use Remind to communicate with parents. Student information may be accessed through the Aeries Parent Portal. Volunteering opportunities will be offered throughout the year. Please contact Audrey Foy 210-368-8800 for information regarding our Volunteer Background Clearance process. Access to Staff - teacher websites provide updates on classroom learning.

# TEACHERS, PARENTS, STUDENTS - TOGETHER FOR SUCCESS

## IN THE CLASSROOM

Our Faculty and Staff will work with students and their families to help students achieve success in reading and math. We will work with families to support students in the following ways:

- Provide Data driven instruction customized to students' needs
- Use High Quality Instructional Materials
- Provide blended learning opportunities including instructional technology apps
- Provide Social Emotional support by reinforcing Character Traits and our campus-wide House System.

## AT HOME

Fort Sam Houston E.S. parents shared ideas about how families could best support students' success in reading and math.

- Review homework with my child and provide support with practice and use suggested math websites when available.
- Support my child with nightly reading practice by listening and asking questions about the text. Encourage my child to access suggested websites when available.
- Review teacher communication and provide time for instructional technology apps as appropriate.

# FORT SAM HOUSTON ELEMENTARY STUDENTS

- Complete weekly assignments, tasks and assessments to show my level of mastery.
- Practice reading for at least 30 minutes each night and share what I am reading with my family, and use the recommended websites when available.
- Support and reinforce the Fort Sam Houston Elementary House System.

Language translation of materials and documents shared with parents/guardians of students will be made available upon request. All students and parents/guardians of students at Fort Sam Houston Elementary have the opportunity to discuss the contents of this compact.

# FSHES Family Engagement Policy

2026-2027

| | |
|---|---|
| Purpose | A strong partnership between the school and home is essential for an effective educational program. Fort Sam Houston Elementary School is dedicated to the philosophy that parent involvement is integral to the success of each student. Parents will be invited to participate in the annual revision of the campus School-Family Compact, Family Engagement Policy, Campus Improvement Plan and Comprehensive Needs Assessment. An updated copy of the Family Engagement policy will be posted annually on the campus web page. Two annual meetings will be held to inform parents of the school's participation in Title I, Part A programs and to explain the Title I, Part A requirements and the rights of parents to be involved in Title I, Part A programs. The meeting will be held at a time that is convenient for parents to attend. |
| Expectations and Objectives | Parents and families are a child's first teacher. They imitate you from the moment they are born. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are: Ø Effective two-way communication between school and home which is linked to a higher completion rate on homework, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students. Ø If a child's parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior, better attendance, higher social skills, and adaption. Ø Learning together leads to better school and home life. Ø Being a life-long learner can prevent some health issues that often occur later in life. |

| | |
|---|---|
| FHSE will: | The school will work to ensure that the required school levels of parent involvement policies meet the requirements of section 1116 ESEA (Elementary and Secondary Education Act).<br><br>The school will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, in the value of parental contribution and in how to communicate with parents and build school family connections.<br><br>The school will communicate with parents in an understandable and uniform format and, to the extent practicable. The school will use the following modes to communicate with parents:<br><br>● Parent/Teacher Conference Forms<br>● School Marquee<br>● FSHISD Web Page<br>● FSHES Elementary Web Page<br>● FSHISD Elementary Student Handbook<br>● Translators Provided<br>● Automated Mass Calling System<br>● Automated Call Out System<br>● Parent Square<br>● Remind<br>● Aeries Parent Portal<br><br>The school and parents will work collaboratively to ensure strong family engagement, and to support a partnership among the school, parents, and the community to improve student academic achievement.<br><br>FSHE Teachers will host parent teacher conferences annually where the teachers will review grade level content standards, student assessments, and progress data with parents. The teachers will provide parents with support on how to work with their child to improve their child's academic achievement. Parents will also have opportunities for regular meetings relating to their children's education, when requested.<br><br>The school will educate, coordinate, and integrate family engagement programs and activities with other Federal, State, and local programs, and conduct other activities, such as family engagement centers, that support parents in fully participating in their children's education.<br><br>Family Engagement nights for STEAM, Fine Arts and Literacy will be developed with the purpose of providing materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.<br><br>Parents are encouraged to provide the school feedback on all its Title I, Part A school-wide program activities. Feedback is welcome at all parent involvement activities and on climate survey. |
| Family Meetings | Parent Meetings offer a time for the school and family to communicate necessary |

| | |
|---|---|
| | information. These meetings will be held in the cafeteria. You can enter through the main entrance. Different meeting times are offered for family convivence.<br><br>October 19 Cider and Chat with the Principal 9:00<br><br>November 5 Principal's Coffee 9:00<br><br>January 25 Cookies with the Principal 9:00<br><br>February 18 Hot Coco with the Principal 4:30<br><br>March 25 Take a Break with the Principal 8:00<br><br>May 6 Fiesta with Fisher 9:00 |
| How to be involved | Become a PTO member and fill out the background check form (Link)<br><br>Talk to your child's teacher and ask about volunteer opportunities |
| Curriculum | FSHE utilizes high-quality instructional material that is approved by the Texas Education Agency. |
| Ways to request regular meetings | Parents or guardians can bring suggestions, ideas, or concerns to the monthly parent meetings listed above. However, if they need to meet with the administrators or their child's teacher at another time, they can email that individual person to set up a time to meet. We welcome any ideas, feedback, and concerns as we want our school to be a place where everyone feels safe and welcome. |
| Title I Contact | Mrs. Lori Fuller, District Teaching and Learning Coordinator<br><br>Email any questions to TitleOne@fshisd.org |