

Ector County Independent School District

Sam Houston Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: F



Mission Statement

Sam Houston Mission

At Sam Houston Elementary, we strive to empower lifelong learners in a nurturing environment. We embrace an academic spirit of excellence by developing knowledge and skills and promoting determination, integrity, family, and community involvement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sam Houston is a Kinder through 5th grade campus. Enrollent is 464. Economic Disadvantage is at 74%.

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: 16% of classrooms had a first year teacher or long term substitute. **Root Cause:** Lack of structure for what needs to happen to support inexperienced teachers.

Problem Statement 2: Student retention rates are above the state average in grades 3-8. Students in grades k-2 are significantly low. **Root Cause:** Not having a consistent process for identifying students that need to be retained.

Problem Statement 3: Sam Houston attendance rate was 93.9% vs. 95.7% at the state level. **Root Cause:** More consistent practice in immediately contacting parents. Not enough opportunities to celebrate attendance.

Student Achievement

Student Achievement Summary

Grade 3 Math Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		24		24	27				24	0	35
2018	47	25	36	28	20	0			22	10	32
2017	49	34	37	33	40	20		100	31	0	27

Grade 4 Math Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		12		12	11	0			12	11	5
2018	49	41	36	41	67	20		100	42	25	22
2017	47	42	32	40	80				39	0	25

Grade 5 Math Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		37		34	100	20			38	0	20
2018	58	50	42	49	73				46	0	36
2017	50	43	35	43	38	40			41		13

Grade 3 Reading Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		31		27	45				31	0	71
2018	43	21	32	22							
2017	45	32	34	34					29		

Grade 4 Reading Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		18		19	11				18	0	14
2018	46	43	33	44	67	20			48	25	22

2017	44	30	30	29						28
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Grade 5 Reading Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		29		29	25	20			30	0	20
2018	54	39	38								
2017	48	25	32	25							

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		11		10	11				13	0	0
2018	41		27								
2017	36		22								

Student Achievement Strengths

Growth in 4th grade Writing scores.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 26% of all students are achieving at the Meets Grade Level standard on STAAR Reading in grades 3-5. **Root Cause:** The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.

Problem Statement 2: 24% of all students are achieving at the Meets Grade Level standard on STAAR Math in grades 3-5. **Root Cause:** The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.

Problem Statement 3: The following subgroups did not meet Domain 3 targets for student growth in Reading, Math and for 2019: All, Hispanic, Eco Dis, Continuously Enrolled and Non-Continuously enrolled. **Root Cause:** The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.

Problem Statement 4: The English Language Proficiency Status score is a 25% which is 11% below the state target. **Root Cause:** The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.

School Culture and Climate

School Culture and Climate Summary

Sam Houston students and staff feel safe on campus. We strive to be a welcoming and positive environment for students, parents and staff.

For the 2019-20 school year, Sam Houston will be implementing Capturing Kids Hearts campus wide. This will be a shift in mindset for staff and students as it will focus on a building positive relationship and classroom communities.

School Culture and Climate Strengths

There is a decrease in the number of discipline referrals for students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Lack of parent communication in the school processes concerning safety procedures and emergency responses. **Root Cause:** We did not communicate with parents consistently on safety procedures and emergency response procedure for students and parents.

Problem Statement 2: Lack of parent communication in the areas of academic performance on a consistent basis. **Root Cause:** We did not give parents enough opportunities to understand their child's performance on assessments. (i.e. Istation reports, unit assessment data logs, student data folders, STAAR goals)

Priority Problem Statements

Problem Statement 1: 16% of classrooms had a first year teacher or long term substitute.

Root Cause 1: Lack of structure for what needs to happen to support inexperienced teachers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student retention rates are above the state average in grades 3-8. Students in grades k-2 are significantly low.

Root Cause 2: Not having a consistent process for identifying students that need to be retained.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Sam Houston attendance rate was 93.9% vs. 95.7% at the state level.

Root Cause 3: More consistent practice in immediately contacting parents. Not enough opportunities to celebrate attendance.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 26% of all students are achieving at the Meets Grade Level standard on STAAR Reading in grades 3-5.

Root Cause 4: The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 24% of all students are achieving at the Meets Grade Level standard on STAAR Math in grades 3-5.

Root Cause 5: The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was

inconsistent.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: The following subgroups did not meet Domain 3 targets for student growth in Reading, Math and for 2019: All, Hispanic, Eco Dis, Continuously Enrolled and Non-Continuously enrolled.

Root Cause 6: The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: The English Language Proficiency Status score is a 25% which is 11% below the state target.

Root Cause 7: The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Lack of parent communication in the school processes concerning safety procedures and emergency responses.

Root Cause 8: We did not communicate with parents consistently on safety procedures and emergency response procedure for students and parents.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: Lack of parent communication in the areas of academic performance on a consistent basis.

Root Cause 9: We did not give parents enough opportunities to understand their child's performance on assessments. (i.e. Istation reports, unit assessment data logs, student data folders, STAAR goals)

Problem Statement 9 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: August 27, 2019

Goal 1: Sam Houston will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 22% to 35% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 1) Implement a consistent process to analyze data and monitor progress through PLCs. Campus will participate in Cohort 1 of PLC training provided by the District/ESC 18.	2.4	Campus Administrators Instructional Specialist ESC 18 Representatives	Teachers will more effectively plan instruction according to data. Grade levels will communicate more effectively during the PLC process. Campus Data walls Student Data folders				
Problem Statements: Student Achievement 1, 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals 2) Coaching teachers by providing immediate and meaningful feedback following regular classroom walkthroughs.	2.4, 2.5, 2.6	Campus Administrators Instructional Specialist District Coordinator of School Improvement Elementary Executive Director	Building teacher capacity Improved student performance				
Problem Statements: Student Achievement 1, 2							
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Teachers will be trained in Depth of Knowledge to improve the quality of Tier 1 instruction.	2.4, 2.5, 2.6	Campus Administrators Teachers	Evidence of TEK alignment to Depth of Knowledge in lesson plans. Improve meet grade level standard to a 35% minimum on STAAR 2020.				
Problem Statements: Student Achievement 1							
Funding Sources: Title One School-wide - 5000.00							
TEA Priorities Improve low-performing schools Build a foundation of reading and math 4) A set process for intervention and enrichment will be implemented k-5 each day for 45 minutes minimum.	2.4, 2.5	Campus Administration Teachers	Master schedule will allow for the time needed to implement. Students will show progress in Short Cycle Assessments and Benchmarks.				
Problem Statements: Student Achievement 3							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 26% of all students are achieving at the Meets Grade Level standard on STAAR Reading in grades 3-5. Root Cause 1: The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.
Problem Statement 2: 24% of all students are achieving at the Meets Grade Level standard on STAAR Math in grades 3-5. Root Cause 2: The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.

Student Achievement

Problem Statement 3: The following subgroups did not meet Domain 3 targets for student growth in Reading, Math and for 2019: All, Hispanic, Eco Dis, Continuously Enrolled and Non-Continuously enrolled. **Root Cause 3:** The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.

Goal 1: Sam Houston will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 8% to 15% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools Recruit, support, retain teachers and principals 1) 1) Implement a consistent process to analyze data and monitor progress through PLCs. Campus will participate in Cohort 1 of PLC training provided by the District/ESC 18</p>	2.4	Campus Administrators Instructional Specialist ESC 18 Representative	Teachers will more effectively plan instruction according to data. Grade levels will communicate more effectively during the PLC process. Campus Data walls Student Data folders				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Coaching teachers by providing immediate and meaningful feedback following regular classroom walkthroughs.</p>	2.4, 2.5, 2.6	Campus Administrators Instructional Specialist District Coordinator of School Improvement Elementary Executive Director	Building teacher capacity Improved student performance				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Teachers will be trained in Depth of Knowledge to improve the quality of Tier 1 instruction.</p>	2.4, 2.5	Campus Administrators Teachers	Evidence of TEK alignment to Depth of Knowledge in lesson plans. Improve masters grade level standard to a 15% minimum on STAAR 2020.				
Funding Sources: Title One School-wide - 5000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

Goal 1: Sam Houston will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will meet or exceed the state target by May 2020.

3rd Grade Reading from 31% to 45%

4th Grade Reading from 18% to 45%

5th Grade Reading from 29% to 45%

4th Grade Writing from 11% to 35%.

Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 1) Teachers for K-5 students will follow the district ELAR scope and sequence and lesson plans with fidelity.	2.4, 2.5, 2.6	Campus Administrators Instructional Specialist	Increased phonemic awareness levels. Student growth on Istation letter knowledge and phonemic awareness levels.				
				Problem Statements: Student Achievement 1, 3			
TEA Priorities Build a foundation of reading and math Recruit, support, retain teachers and principals 2) Teachers will be trained in Depth of Knowledge to improve the quality of Tier 1 instruction.	2.4	Campus Administrators Teachers	Evidence of TEK alignment to Depth of Knowledge in lesson plans. Students will show progress in Short Cycle Assessments and Benchmarks.				
				Problem Statements: Student Achievement 1 Funding Sources: Title One School-wide - 0.00			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) K-5 students will use Istation Reading as a supplement consistently according to Tier usage recommendations.	2.4, 2.6	Campus Administrators Teachers Instructional Specialist	Monthly usage reports will show accurate usage. Student data folders will include monthly Istation data documentation to track student growth.				
				Problem Statements: Student Achievement 1, 3			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
4) 3-5 students will be given the opportunity to receive tutoring after school for areas of need based on short cycle assessments to grow our meets standards percentage.	2.4, 2.6	Campus Administrators Teachers	Increase the overall meets percentage for each grade level by May 2020.				
	Problem Statements: Student Achievement 1 Funding Sources: Title One School-wide - 0.00						

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: 26% of all students are achieving at the Meets Grade Level standard on STAAR Reading in grades 3-5. Root Cause 1: The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.</p>
<p>Problem Statement 3: The following subgroups did not meet Domain 3 targets for student growth in Reading, Math and for 2019: All, Hispanic, Eco Dis, Continuously Enrolled and Non-Continuously enrolled. Root Cause 3: The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.</p>

Goal 1: Sam Houston will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will meet or exceed the state target by May 2020.

3rd Grade Math from 24% to 46%

4th Grade Math from 12% to 46%

5th Grade Math from 37% to 46%

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 1) 2nd - 5th grade teachers will implement TEKs Target through Lone Star Learning as a Math spiral review.	2.4, 2.6	Campus Administrators Teachers Instructional Specialist	Continued spiral of Math TEKs taught.				
				Problem Statements: Student Achievement 2, 3 Funding Sources: Title One School-wide - 0.00			
TEA Priorities Build a foundation of reading and math 2) K-5 Teachers will be trained in Number Talks with HMH and implement it with fidelity.	2.4, 2.5, 2.6	Campus Administrators Instructional Specialist Teachers	Evidence of implementation through classroom walkthroughs.				
				Problem Statements: Student Achievement 2			
3) 3-5 students will be given the opportunity to receive tutoring after school for areas of need based on short cycle assessments to grow our meets standards percentage.	2.4, 2.6	Campus Administrators Teachers	Increase the overall meets percentage for each grade level by May 2020.				
				Problem Statements: Student Achievement 2, 3 Funding Sources: Title One School-wide - 0.00			

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 2: 24% of all students are achieving at the Meets Grade Level standard on STAAR Math in grades 3-5. **Root Cause 2:** The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.

Problem Statement 3: The following subgroups did not meet Domain 3 targets for student growth in Reading, Math and for 2019: All, Hispanic, Eco Dis, Continuously Enrolled and Non-Continuously enrolled. **Root Cause 3:** The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.


Goal 1: Sam Houston will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase from 14% to 35% by May 2020.


Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Teachers will follow the District's Scope and Sequence in K-5 for Science with fidelity.	2.4	Campus Administrators Teachers Instructional Specialist	35% of 5th grade students will Meet Standard on state assessments by May 2020.				
TEA Priorities Improve low-performing schools 2) Teachers will use student assessment data to form intervention groups for Science.	2.4, 2.6	Campus Administrators Teachers	Increase in percentage of students at Meets Standard on state assessments by May 2020.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Sam Houston will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: Sam Houston student attendance rate will increase from 93.9% to 95.7% by May 2020 (State average was 95.7% in 2017).

Evaluation Data Source(s) 6: Campus attendance reports

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) The campus Attendance Committee will meet to set a calendar of celebrations for good attendance.	2.5, 2.6	Campus Administrators Counselor Teachers	Increased attendance rate. Growth in student performance.				
	Problem Statements: Demographics 3						
2) Teachers will contact parents when a student is absent. Documentation will be submitted in Eduphoria for each student with excessive absences.	2.5, 2.6	Campus Administrators Teachers Clerk Counselor	Increased attend rate for the campus. Growth in student performance.				
	Problem Statements: Demographics 3						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) 2nd grade teachers will pilot Morning Choice which allows students to choose an activity upon their arrival to the classroom that is engaging and challenging.	2.4, 2.6	Campus Administrators 2nd grade teachers	Students will be motivated to come to school. Increased attendance rate in 2nd grade as checked each month this year.				
	Problem Statements: Demographics 3 Funding Sources: Local - 0.00						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) 2nd grade teachers will pilot Morning Choice which allows students to choose an activity upon their arrival to the classroom that is engaging and challenging.	2.4, 2.6	Campus Administrators 2nd grade teachers	Students will be motivated to come to school. Increased attendance rate in 2nd grade as checked each month this year.				
	Problem Statements: Demographics 3 Funding Sources: Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 3: Sam Houston attendance rate was 93.9% vs. 95.7% at the state level. Root Cause 3: More consistent practice in immediately contacting parents. Not enough opportunities to celebrate attendance.</p>

Goal 1: Sam Houston will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all district physical education classes.

Evaluation Data Source(s) 7: FitnessGram Annual Report

Summative Evaluation 7:

Goal 1: Sam Houston will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: The English Learner Proficiency Status Score will increase from a 25% to meet or exceed the state target by May 2020. (2019 state target was 36%)

Evaluation Data Source(s) 8: TELPAS ratings 2020

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 1) K-1 teachers will follow the one-way dual language model.	2.4, 2.5	Campus Administrators Bilingual Teachers	All students will increase in proficiency levels on TELPAS.				
Problem Statements: Student Achievement 4							
TEA Priorities Improve low-performing schools Build a foundation of reading and math 2) K-5 teachers will provide opportunities for differentiated instruction to support the growth of proficiency levels.	2.4, 2.5, 2.6	Campus Administrators Bilingual Department Teachers	Students will have more practice in listening, speaking, reading and writing in the classroom. English Learners will increase at least one proficiency level on TELPAS in May 2020.				
Problem Statements: Student Achievement 4							

Performance Objective 8 Problem Statements:

Student Achievement
Problem Statement 4: The English Language Proficiency Status score is a 25% which is 11% below the state target. Root Cause 4: The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.

Goal 1: Sam Houston will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.


Performance Objective 9: Students achieving Tier 1 on Istation Reading End of Year Assessment will increase to a set target by May 2020.

- 1st grade: 31% to 50%
- 2nd grade: 17% to 50%
- 3rd grade: 57% to 72%
- 4th grade: 49% to 64%
- 5th grade: 46% to 61%

Evaluation Data Source(s) 9: Istation Assessments

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Istation will be used as a supplement to Reading instruction based on student tier performance on the Beginning of Year and Monthly Assessments.</p>	2.4, 2.6	Campus Administrators Instructional Specialist Teachers	Students will show growth on monthly Istation Reading assessments.				
Problem Statements: Student Achievement 1							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Implement a consistent process for monitoring student Istation Reading usage in K-5.</p>	2.4, 2.6	Campus Administrators Instructional Specialist Teachers	Growth in percentage of students meeting Tier 1 by May 2020.				
Problem Statements: Student Achievement 1							
<p>TEA Priorities Build a foundation of reading and math 3) Implement a consistent process for monitoring student growth on Istation Reading Tier levels in K-5.</p>	2.4, 2.6	Campus Administrators Instructional Specialist Teachers	Growth in percentage of students meeting Tier 1 by May 2020. Istation data wall Student data folders will include Istation data graph.				
Problem Statements: Student Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Consistently communicate student progress with parents and promote usage at home.	2.4, 2.6, 3.2	Campus Administrators Teachers	Parents understand student goals in data folders and help motivate students.				
Problem Statements: Student Achievement 1 - School Culture and Climate 2							
							

Performance Objective 9 Problem Statements:

Student Achievement
Problem Statement 1: 26% of all students are achieving at the Meets Grade Level standard on STAAR Reading in grades 3-5. Root Cause 1: The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.
School Culture and Climate
Problem Statement 2: Lack of parent communication in the areas of academic performance on a consistent basis. Root Cause 2: We did not give parents enough opportunities to understand their child's performance on assessments. (i.e. Istation reports, unit assessment data logs, student data folders, STAAR goals)

Goal 2: Sam Houston will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.


Performance Objective 1: Sam Houston will decrease the number of teacher vacancies from 11 to less than 6 by the 2020-2021 school year.

Evaluation Data Source(s) 1: TAPR

System Data

Exit Survey Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Coach new teachers and long term substitutes so that they implement effective structures (CHAMPS) to allow for quality instruction in the classroom.	2.4	Instructional Specialist Campus Administrators	Teachers will feel supported and teacher retention rate will increase for Sam Houston.				
Problem Statements: Demographics 1							
TEA Priorities Recruit, support, retain teachers and principals 2) Utilize culture building strategies such as celebrating teacher successes often using staff brags in morning assembly and posting on monthly newsletter, having birthday luncheons monthly, and recognizing a teacher of the month.	2.4	Campus Administrators Office Staff	Teachers will feel appreciated. Teacher retention rate will increase for Sam Houston.				
Problem Statements: Demographics 1 Funding Sources: Local - 0.00							
							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: 16% of classrooms had a first year teacher or long term substitute. Root Cause 1: Lack of structure for what needs to happen to support inexperienced teachers.

Goal 3: Sam Houston will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of Sam Houston students, faculty, staff, and their families.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 1) K-1 will participate in the Bookworms Literacy Programs funded by the Education Foundation. The classroom teachers will implement the instructional activities developed by the ECISD Literacy Department.	2.4, 2.5, 2.6	Campus Administrators Instructional Specialist K-1 Teachers ECISD Literacy Department	K-1 students will take home a new book each month to grow home libraries. Increased opportunity for parents to read with their child at home.				
Problem Statements: Student Achievement 1							
							

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 1: 26% of all students are achieving at the Meets Grade Level standard on STAAR Reading in grades 3-5. Root Cause 1: The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.

Goal 3: Sam Houston will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: Family Engagement Events will be held monthly. Parents will participate in academic activities with their student to increase student achievement.

Evaluation Data Source(s) 2: Session evaluations by parents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals 1) Sam Houston will increase the amount of VIPs that consistently provide support to staff and students on campus	3.1, 3.2	Volunteer Chair Campus Administrators	Volunteers will feel appreciated and needed by the campus staff. Increased support for students and staff.				
Problem Statements: School Culture and Climate 1 Funding Sources: Local - 0.00							
							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Lack of parent communication in the school processes concerning safety procedures and emergency responses. Root Cause 1: We did not communicate with parents consistently on safety procedures and emergency response procedure for students and parents.


Goal 4: Sam Houston will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, attendance data, completion and graduation rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Suicide prevention education and support will be offered through School Guidance and SAS Counseling services.	2.6	Campus Administrator	100% of campus staff will be trained in suicide prevention.				
TEA Priorities Improve low-performing schools 2) The Guidance and Counseling Curriculum in grades K-5 include lessons pertaining to bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics, and character education.	2.5, 2.6	Campus Administrators Campus Counselor	Increased students' knowledge and social-emotional skills, reduced behavior problems and increased academic achievement.				
Problem Statements: School Culture and Climate 1							
3) Capturing Kids' Hearts training will equip campus staff with the strategies needed to foster positive relationships.			Students will be empowered in the classroom to become more self sufficient in their learning and in working as a community within the classroom.				
Problem Statements: Demographics 3 - School Culture and Climate 1							
Funding Sources: Title One School-wide - 21500.00							
TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals 4) PBIS/CHAMPS will be implemented with fidelity in grades K-5. The CHAMPS site team will meet quarterly to review effectiveness as data is collected during regular campus walkthroughs.	2.4, 2.5, 2.6	Campus Administrator Counselor Campus staff	Decrease in discipline referrals Improved classroom management				
Problem Statements: Demographics 1 - School Culture and Climate 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Sam Houston attendance rate was 93.9% vs. 95.7% at the state level. Root Cause 3: More consistent practice in immediately contacting parents. Not enough opportunities to celebrate attendance.
Problem Statement 1: 16% of classrooms had a first year teacher or long term substitute. Root Cause 1: Lack of structure for what needs to happen to support inexperienced teachers.
School Culture and Climate
Problem Statement 1: Lack of parent communication in the school processes concerning safety procedures and emergency responses. Root Cause 1: We did not communicate with parents consistently on safety procedures and emergency response procedure for students and parents.

Goal 4: Sam Houston will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: Sam Houston will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Sam Houston staff will follow the Standard Response Protocol to ensure safety of all campus staff and students.	2.5	District Police Department Campus Administrators All staff	Provides structures and procedures for effective emergency drills.				
Problem Statements: School Culture and Climate 1							
TEA Priorities Recruit, support, retain teachers and principals 2) Training on Texas Behavior Support Initiative will be offered annually.	2.4, 2.5	Campus Administrators TBSI team	Increased support for teachers with student behavior.				
Problem Statements: School Culture and Climate 1							

Performance Objective 2 Problem Statements:





School Culture and Climate
Problem Statement 1: Lack of parent communication in the school processes concerning safety procedures and emergency responses. Root Cause 1: We did not communicate with parents consistently on safety procedures and emergency response procedure for students and parents.

Goal 5: Sam Houston will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Equitable and data driven budgeting will be utilized and aligned to campus priorities.

Evaluation Data Source(s) 1: Campus Budget

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Build a foundation of reading and math 1) A budget review will be completed in monthly CIT meetings.	2.4, 2.6	Campus Administrators Bookkeeper	Increased transparency of school finance usage				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 5: Sam Houston will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 2: 100% of migrant funds will be used to meet the identified needs of migratory children, that result from their migratory lifestyle and permit these children to participate effectively in school through entering into a share services arrangement with Region 18 Educational Service Center in the 2019-2020 school year.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>1) Sam Houston in collaboration with Region 18 Educational Service Center will ensure the following:</p> <p>1. High quality & comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves such as: SMART summer school, Parent Meetings, Classroom and student meetings to address grades and learning gaps.</p> <p>2. Migrant children moving between states and districts will not be penalized in any manner due to disparities among the states/districts in curriculum, graduation requirements and state academic content and student academic achievement standards. This will be monitored through NGS reporting for grades, grade conferences, guidance service advising, and community outreach center services.</p> <p>3. Migrant children will be provided with appropriate educational services that address their special needs in a coordinated and efficient manner; i.e., tutoring, SMART summer school, RTI services and credit recovery services as well as program participation in enrichment areas such as AVID, and GT.</p> <p>4. Migrant students will receive support services from Region 18 that address how to overcome educational disruptions, cultural and language barriers, social isolation, various health related problems and other factors that inhibit the ability of such children to do well in school and help them transition to post-secondary education and or employment as well as coordinate parent advisory committees.</p>	2.4, 2.6, 3.2	Campus Clerk Campus Administrators Region 18 representative	Migrant students will be identified and supported in a timely manner.				
<p>Problem Statements: Student Achievement 3</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

Performance Objective 2 Problem Statements:



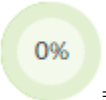

Student Achievement
<p>Problem Statement 3: The following subgroups did not meet Domain 3 targets for student growth in Reading, Math and for 2019: All, Hispanic, Eco Dis, Continuously Enrolled and Non-Continuously enrolled. Root Cause 3: The campus has not had consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent.</p>

Goal 6: Sam Houston will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the campus and with all stakeholders.

Performance Objective 1: Increase student computer (wireless device) ratio to a minimum of one computer per four students. Moving towards a long term goal of one computer per student at each campus by 2022 pending approval.

Evaluation Data Source(s) 1: Campus inventory and student enrollment.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Develop a comprehensive plan to integrate technology into instruction.	2.4, 2.5	Campus Administrators Campus Improvement Team	Determine inventory Teacher Professional Learning to support technology integration				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 6: Sam Houston will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the campus and with all stakeholders.

Performance Objective 2: Increase the use of parent portal activity from 40% to 60% by 2020.

Evaluation Data Source(s) 2: txConnect administrator reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Parents will receive quarterly reminders on how to access and monitor their students' grades through Parent Portal.	2.4, 2.5, 2.6	Campus Administrators will monitor the txConnect administrator report.	Parents have continuous access to their students' performance.				
Problem Statements: School Culture and Climate 2							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: Lack of parent communication in the areas of academic performance on a consistent basis. Root Cause 2: We did not give parents enough opportunities to understand their child's performance on assessments. (i.e. Istation reports, unit assessment data logs, student data folders, STAAR goals)

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement a consistent process to analyze data and monitor progress through PLCs. Campus will participate in Cohort 1 of PLC training provided by the District/ESC 18.
3	1	1	K-1 will participate in the Bookworms Literacy Programs funded by the Education Foundation. The classroom teachers will implement the instructional activities developed by the ECISD Literacy Department.

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Crystal Marquez	
Administrator	Mary Fulton	
Non-classroom Professional	Tatum Woodson	

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	Choice Activities		\$0.00
1	6	4	Choice Activities		\$0.00
2	1	2	Teacher Incentives		\$0.00
3	2	1	Volunteer resources		\$0.00
Sub-Total					\$0.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Depth of Knowledge training with El Saber Enterprises		\$5,000.00
1	2	3	Depth of Knowledge Training - El Saber Enterprises		\$5,000.00
1	3	2	Depth of Knowledge Training		\$0.00
1	3	4	Tutoring		\$0.00
1	4	1	TEKs Target - Lone Star Learning		\$0.00
1	4	3	Tutoring		\$0.00
4	1	3	Capturing Kids' Hearts Training and materials		\$21,500.00
Sub-Total					\$31,500.00
Grand Total					\$31,500.00