

# **Huntsville Independent School District**

## **Samuel W Houston Elementary**

### **2025-2026 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Samuel Walker Houston Elementary School student groups are mostly composed of three races. African Americans represent 39.5 % of the population with Hispanic and White representing 18.7% and 36.3% respectively. Of the student groups, 72% are economically disadvantaged. 19% of students are classified as migrant. There is 5% of English Learners, yet there are eleven languages represented on the campus.

The largest staff group is White teachers representing 87.7% of staff. 7% are African American and 7% are Hispanic staff members. 57% of teachers for the 22-23 school year were either new to the profession or new to the campus. Of the new teachers, only 1 was certified.

Parents are involved with the children but not with the school. The same set of 5 parents, usually in the younger grades, get involved with the campus. A possible reason is the high eco dis status and parents having a difficult time securing child care or getting off work.

### Demographics Strengths

Even though only 7.1% of staff are African American, the 39.5% African American student population is consistently the highest achieving students based on unit assessments and previous STAAR data.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Staff demographics percentages do not match the student demographics (Students/staff AA 39.5/7.1%, White 36.3/ 87.7 Hispanic 18.7/ 3.6%

**Root Cause:** Lack of qualified applicants that match the student body. There is a weak relationship between the school and the community.

**Problem Statement 2 (Prioritized):** 12 out of 21 classroom teachers have between 0-5 years of experience.

**Root Cause:** Lack of qualified applicants that match the student body. There is a weak relationship between the school and the community.

# Student Learning

## Student Learning Summary

Based on the spring 2023 benchmark in reading Hispanic students had a growth score of 66.66% and the EL students had the same growths score surpassing the targets of 65% and 64% respectively.

Based on the spring 2023 benchmark in math Hispanic students had a growth score of 80% with a target of 69% and students in special education had a growth score of 68.75% with a target of 61%

MOY TXkEA Data showed 60 kindergartners on track, 3 needing monitoring and 12 students who need additional support..

1st Grade MOY data showed 38 students in 1st grade are on track, 16 need monitoring, and 34 students needing support.

2nd grade MOY Reading levels indicated 44 students in 2nd grade are on track, 11, need monitoring, and 29 need support.

	May 2023 STAAR Reading, Grade 3	
	Total Students	
Samuel Houston		74
Economic Disadvantage		58
Black/African American		33
Hispanic		16
Two or More Races		2
White		23
Currently Emergent Bilingual		3
Special Ed Indicator		15

	Total Students	Approache	Meets	Masters	May 2023 STAAR Mathematics, Grade 3
					Did Not Meet Low
Samuel Houston	73	54.79%	23.29%	4.11%	17.81%
Economic Disadvantage	57	50.88%	19.30%	3.51%	17.54%
Black/African American	33	48.48%	24.24%	3.03%	27.27%
Hispanic	16	56.25%	12.50%	0%	12.50%
Two or More Races	2	0%	0%	0%	0%
White	22	68.18%	31.82%	9.09%	9.09%
Currently Emergent Bilingual	3	66.67%	66.67%	0%	33.33%
Special Ed Indicator	15	33.33%	0%	0%	40%

	May 2023 STAAR Reading, Grade 4
	Total Students
Samuel Houston	87
Economic Disadvantage	72
Asian	4
Black/African American	36
Hispanic	17
Two or More Races	3
White	27
Currently Emergent Bilingual	4
Special Ed Indicator	19

	May 2023 STAAR Mathematics, Grade 4	
	Total Students	
Samuel Houston		86
Economic Disadvantage		71
Asian		4
Black/African American		36
Hispanic		16
Two or More Races		3
White		27
Currently Emergent Bilingual		4
Special Ed Indicator		19

### Student Learning Strengths

Campus Assessments show growth consistently throughout the year. Benchmark scores grew from fall to spring. Reading levels have increased from BOY to MOY in kindergarten in the area of decoding and blending. TPRI scores have shown growth. All teachers are using data protocols for tracking data and driving lessons.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 1 3rd grade student labeled EB scored masters on the 2023 math benchmarks.

**Root Cause:** Lack of clearly defined systems in place to analyze lesson plan differentiation for EB students.

**Problem Statement 2:** On the math spring 2023 3rd grade benchmark, 13% of students were at the meets level.

**Root Cause:** Lack of clearly defined learning systems for consistent interventions and extensions.

**Problem Statement 3:** Only 9% of students were at the meets level on the 3rd grade benchmark Reading spring .

**Root Cause:** Lack of clearly defined learning systems for consistent interventions and extensions.

**Problem Statement 4:** 7% of student in SPED were at the meets level for Reading and Math benchmarks.

**Root Cause:** Lack of clearly defined systems in place to analyze lesson plan differentiation for SPED students.

# School Processes & Programs

## School Processes & Programs Summary

Samuel Walker Houston Elementary teachers are supported with Instructional Aides. 21.6% of the staff is an IA. Other areas of instructional support include two instructional coaches, a dyslexia specialist, reading specialist, and math specialist. The campus also has an innovative learning specialists to support technical needs, online learning, as well as the media center. Our campus provides gifted and talented enrichment. There is also daily intervention time built into the master schedule as well as time for teachers to participate in professional learning communities. Teachers use data protocols to review data and determine intervention groups for lessons. New teachers are paired with an experienced mentor for professional support. Teachers need additional planning time outside of their conference to plan for quarterly units. The staff is using the Solution Tree, School Improvement for All, process in order to identify and unpack essential standards to plan lessons, analyze data, plan for interventions and extensions, and create common formative assessments.

## School Processes & Programs Strengths

The campus is supported with instructional aides, Interventionists, tutors, and ILS, as well as instructional coaches. There is GT enrichment. Time for professional learning communities (PLC) and student intervention that is built into the master schedule.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** In 2022-2023 27% of teachers had 1-5 years experience.

**Root Cause:** Lack of professional development time dedicated to systematically build the capacity of teachers in content knowledge and effective instructional systems and practices.

**Problem Statement 2:** There were 577 discipline referrals in 2022-2023.

**Root Cause:** Teacher lack training to gain more classroom management strategies that stem from trauma and mental issues.

# Perceptions

## Perceptions Summary

The attendance rate does not show much difference across all demographics of students. The attendance rate among instructional assistants show a high absentee rate. Staff members feel safe at work. There is teacher input in the campus decision making process as part of school improvement. According to a teacher survey, teachers are feeling more appreciated leading to higher morale and teacher attendance. Parent involvement is low, but due to COVID restrictions, it is difficult to provide activities for parents. The parent/school connection is detached at this time.

## Perceptions Strengths

There is an attendance committee that focus on student attendance. We have a Guiding Coalition made up of teacher leaders from each grade level, specials, and SPED, admin, the ILS, and instructional coaches. The Booster Club has more participation for the 2022-2023 school year compared to the past and according to the EOY parent survey, more parents would like to be involved in Booster Club. First Baptist Church of Huntsville has been very active in supporting this campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Limited parent involvement/volunteers with campus.

**Root Cause:** There is a weak relationship between campus and community.

**Problem Statement 2:** There is a lack of opportunities for students to get involved with non-academic programs on campus.

**Root Cause:** There is a weak relationship between the school and the community.



# Priority Problem Statements

**Problem Statement 1:** Staff demographics percentages do not match the student demographics (Students/staff AA 39.5/7.1%, White 36.3/ 87.7 Hispanic 18.7/ 3.6%

**Root Cause 1:** Lack of qualified applicants that match the student body. There is a weak relationship between the school and the community.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 12 out of 21 classroom teachers have between 0-5 years of experience.

**Root Cause 2:** Lack of qualified applicants that match the student body. There is a weak relationship between the school and the community.

**Problem Statement 2 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

## Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

**Performance Objective 1:** On the 2025-2026 STAAR assessment, 70% of all fourth- and fifth-grade students will demonstrate growth in Reading and Math by advancing to the next performance category or maintaining their 2024-2025 STAAR performance category.





### High Priority

**Evaluation Data Sources:** BM1

BM2

STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> On September 9, Ms. Hooks from the Region 6 Service Center will work with leadership to identify and establish student monitor groups for SWHE to monitor their academic progress. <b>Strategy's Expected Result/Impact:</b> Improve student performance Create a targeted group of students to improve accountability letter grades. <b>Staff Responsible for Monitoring:</b> Principal-Burns 3-5 Academic Coaches (Tijerina and Siros) 3-5 Accountability Teachers 504/RTI Coordinator-Sanders	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> By October 1, campus administrators and teachers will collaborate with all fourth- and fifth-grade students to set academic growth goals based on each student's prior year performance. <b>Strategy's Expected Result/Impact:</b> Students take ownership of their academic progress Improvement in Domain 2 on state assessment. <b>Staff Responsible for Monitoring:</b> SHWE 4/5 grade teachers and students Instructional leadership team-Siros, Burns, Tijerina, Pannkuk, Williams	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Instructional coaches will train, model, and facilitate effective and efficient collaborative team meetings using the learning cycle as a guide. <b>Strategy's Expected Result/Impact:</b> All grade-level teams will demonstrate proficiency or achieve gold-standard status in conducting their collaborative team meetings. <b>Staff Responsible for Monitoring:</b> Instructional coaches-Siros, Tijerina, and Hollis Administrators-Burns, Pannkuk, and Williams	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 1: ACADEMIC PERFORMANCE**

All students will achieve academic success and demonstrate growth.

**Performance Objective 2:** 35 % 3rd - 5th-grade students will meet grade-level standards on the RLA and Math STAAR assessment.

**Evaluation Data Sources:** CSA's

BM2 scores





RLA/MATH STAAR Assessment

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 3: 18% of 3rd - to 5th-grade students will master grade-level skills in RLA, Math, and Science.





Evaluation Data Sources: CSA  
BM1 and BM2  
STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 3 - 5 Students who do not fall into the 25% masters category will participate in targeted intervention and STAAR Boot Camp. <b>Strategy's Expected Result/Impact:</b> Increase in student performance <b>Staff Responsible for Monitoring:</b> 3 - 5 Teachers 3 - 5 Team Leads Sanders H. Bell H. Smith Pannkuk  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 1: ACADEMIC PERFORMANCE**  
All students will achieve academic success and demonstrate growth.

**Performance Objective 4:** All K - 2nd grade students will perform at 65% approaches, 50% meets and 25 % masters on all common summative assessments.

**Evaluation Data Sources:** Common Summative Assessments  
Student Data Trackers  
Leadership Workbook

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students who do not meet performance expectations will receive targeted intervention during small-group instruction.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance <b>Staff Responsible for Monitoring:</b> K-2 Teachers Instructional Coach-Hollis Admin-Burns, Pannkuk, and Williams  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







## Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

**Performance Objective 5:** 60% of all Pre-K students will be ON TRACK by MOY.





**Evaluation Data Sources:** MOY Diagnostic  
Student Data Binders

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> After the beginning-of-year diagnostic assessment, Pre-K teachers will meet weekly to monitor students' progress on fundamental skills expected to be mastered by the end of the year. Teachers will use their CT meetings to develop and review action plans focused on the four critical questions of a PLC.  <b>Strategy's Expected Result/Impact:</b> A minimum of 60% of students will leave pre-K on level. Quality instruction and targeted intervention for Pre K students <b>Staff Responsible for Monitoring:</b> Pre K Teachers Pre K-2 Instructional Coach-Hollis Principal-Burns, Williams, and Pannkuk	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The RTI/504 Coordinator will conduct monthly meetings to review student progress and provide prescriptive instructional strategies for teachers.  <b>Strategy's Expected Result/Impact:</b> Intentional planning for small group and intervention of students.  A minimum of 60% of students will leave pre-K on level. <b>Staff Responsible for Monitoring:</b> Pre-K teachers Interventionist-Heinemier 504/RTI Coordinator-Sanders Instructional Coach-Hollis	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 1: ACADEMIC PERFORMANCE**  
All students will achieve academic success and demonstrate growth.

**Performance Objective 6:** 75% of all Pre-K students will be ON TRACK by EOY.

**Evaluation Data Sources:** EOY DATA  
Student data binders

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> After the MOY assessment, students who are not "on track" will receive targeted intervention on the skill they should have mastered in the first semester of school.  <b>Strategy's Expected Result/Impact:</b> At least 75% of Pre-K students leave the grade level prepared for Kindergarten. <b>Staff Responsible for Monitoring:</b> Pre-K teachers Interventionist-Heinemier 504/RTI Coordinator-Sanders Instructional Coach-Hollis	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 1: ACADEMIC PERFORMANCE**

All students will achieve academic success and demonstrate growth.

**Performance Objective 7:** 60% of all K - 5th grade math students will meet half of their typical growth goal on MOY iReady.

**Evaluation Data Sources:** iReady Data  
Student Data Trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide targeted intervention during small group and intervention time to students who are not on grade level based on the BOY IReady diagnostic screener. <b>Strategy's Expected Result/Impact:</b> Increase in student performance <b>Staff Responsible for Monitoring:</b> K-5 math teachers K-5 Team Leads Sanders Heinemeier Pannkuk A. Williams Burns  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> RTI/504 Coordinator will run a monthly report to show that students are on track to meet their MOY goal. This report will be shared at the first leadership meeting and at the monthly team leaders meeting. <b>Strategy's Expected Result/Impact:</b> Ongoing monitoring of students' progress <b>Staff Responsible for Monitoring:</b> Coordinator-Sanders Principal-Burns Instructional Coaches-Siros, Hollis, and Tijerina	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will engage in their I-Ready learning pathway for the required number of minutes each week. <b>Strategy's Expected Result/Impact:</b> Close student learning gaps Increase in student progress toward achieving grade-level performance in both math and reading. <b>Staff Responsible for Monitoring:</b> Grade Level Teachers CTM Coverage Team	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1: ACADEMIC PERFORMANCE**

All students will achieve academic success and demonstrate growth.

**Performance Objective 8:** 50 % of all K- 5th grade RLA students will meet half of their typical growth goal on MOY iReady assessment.

**Evaluation Data Sources:** iReady Data  
Student Data Trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide targeted intervention during small group and intervention time to students who are not on grade level based on the BOY IReady diagnostic screener.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance <b>Staff Responsible for Monitoring:</b> K-5 math teachers K-5 Team Leads Sanders Heinemeier Pannkuk A. Williams Burns  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> RTI/504 Coordinator will run a monthly report to show that students are on track to meet their EOY goal. This report will be shared at the first leadership meeting and at the monthly team leaders meeting.  <b>Strategy's Expected Result/Impact:</b> Ongoing monitoring of students' progress <b>Staff Responsible for Monitoring:</b> Coordinator-Sanders Principal-Burns Instructional Coaches-Siros, Hollis, and Tijerina	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will engage in their I-Ready learning pathway for the required number of minutes each week.  <b>Strategy's Expected Result/Impact:</b> Close student learning gaps Increase in student progress toward achieving grade-level performance in both math and reading. <b>Staff Responsible for Monitoring:</b> Grade Level Teachers CTM Coverage Team	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1: ACADEMIC PERFORMANCE**

All students will achieve academic success and demonstrate growth.

**Performance Objective 9:** 70% of all K-5th-grade students will meet their typical growth goal on the math and reading EOY iReady assessment.

**Evaluation Data Sources:** iReady Data  
Student Data Trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide targeted intervention during small group and intervention time to students who are not on grade level based on the MOY IReady diagnostic screener. <b>Strategy's Expected Result/Impact:</b> Increase in student performance <b>Staff Responsible for Monitoring:</b> K-5 math teachers K-5 Team Leads Sanders Heinemeier Pannkuk A. Williams Burns  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> RTI/504 Coordinator will run a monthly report to show that students are on track to meet their EOY goal. This report will be shared at the first leadership meeting and at the monthly team leaders meeting. <b>Strategy's Expected Result/Impact:</b> Ongoing monitoring of students' progress <b>Staff Responsible for Monitoring:</b> Coordinator-Sanders Principal-Burns Instructional Coaches-Siros, Hollis, and Tijerina	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will engage in their I-Ready learning pathway for the required number of minutes each week. <b>Strategy's Expected Result/Impact:</b> Close student learning gaps Increase in student progress toward achieving grade-level performance in both math and reading. <b>Staff Responsible for Monitoring:</b> Grade Level Teachers CTM Coverage Team	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue



**Goal 1: ACADEMIC PERFORMANCE**  
All students will achieve academic success and demonstrate growth.

**Performance Objective 10:** 35% of all K-5th-grade students will meet their stretch goal on the EOY math and reading Ready assessments.





**Evaluation Data Sources:** iReady data  
Student Data Trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students who do not meet half of their stretch goals on iReady MOY will receive targeted intervention. <b>Strategy's Expected Result/Impact:</b> Increase in student performance <b>Staff Responsible for Monitoring:</b> 2-5 Teachers 2-5 Team Leads Sanders H. Smith Pannkuk A. Williams  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 1: ACADEMIC PERFORMANCE**  
All students will achieve academic success and demonstrate growth.

**Performance Objective 11:** Foundational, by the end of the 25-26 school year, 75% of all K-2 students will read on grade level.





**Evaluation Data Sources:** End of Year I-Ready Reading Report and TPRI

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will develop a plan of action for all students identified as T2 and T3. Collaborative teams will meet once a month to discuss students progress. <b>Strategy's Expected Result/Impact:</b> Increase the number of students reading on level by the end of year. <b>Staff Responsible for Monitoring:</b> Grade level teams Campus Interventionist RTI Coordinator Math and RLA Coaches Principal	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 1: ACADEMIC PERFORMANCE**  
All students will achieve academic success and demonstrate growth.

**Performance Objective 12:** Foundational, by the end of the 25-26 school year, 80% of all K-2 students will be on grade level in mathematics

**Evaluation Data Sources:** IReady Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will develop a plan of action for all students identified as T2 and T3. Collaborative teams will meet once a month to discuss students' progress. <b>Strategy's Expected Result/Impact:</b> Increase the number of students number sense in K-2 <b>Staff Responsible for Monitoring:</b> Team Leaders Grade Level Teachers RTI IC's Principal	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 2: SAFE SCHOOLS**

All schools will promote nurturing, safe and secure places for students, staff and parents.

**Performance Objective 1:** By August 29, 2025, all students will know, understand, and demonstrate cafeteria behavior expectations.

**High Priority**

**Evaluation Data Sources:** Number of badges awarded specifically for cafeteria behavior and posted in the cafeteria.

## Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.





**Performance Objective 2:** By September 10, 2025, all students will be taught all classroom and common area expectations.

### High Priority

**Evaluation Data Sources:** Number of badges earned and posted by grade level in the cafeteria.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Before August 19th, all staff will be trained on common area expectations and classroom management for the first 20 days of school. <b>Strategy's Expected Result/Impact:</b> Decrease the number of ODR's that come from common areas. <b>Staff Responsible for Monitoring:</b> Teachers Team Leads Pannkuk A. Williams  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will be able to identify the different behaviors that require office management versus those that require teacher management. Teachers will be trained on "Who Ya Gonna Call" sheet and behavior management breakdown (teacher managed vs. office managed). <b>Strategy's Expected Result/Impact:</b> Increase in effective classroom management Increase in teacher understanding of Teacher managed vs Office managed behaviors <b>Staff Responsible for Monitoring:</b> Teachers Team Leads Pannkuk A. Williams  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> By September 16, all teachers will receive at least 2-3 walkthroughs that are focused on the classroom environment, routines, and procedures, managing student behavior, and creating the right classroom culture for student learning to take place (Domain 3, all dimensions). <b>Strategy's Expected Result/Impact:</b> Increase in instructional time, decrease in off-task and disruptive behaviors <b>Staff Responsible for Monitoring:</b> Burns Pannkuk A. Williams Bell H. Smith Tijerina  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Staff will be strategically placed throughout the cafeteria and teachers will be expected to enforce the lunchroom expectations: 15 minutes - eat 10 - social talk time 5 - clean up, line up, voice level 0 for transition <b>Strategy's Expected Result/Impact:</b> Decrease in ODR's from cafeteria <b>Staff Responsible for Monitoring:</b> Team Leads Teachers Burns Pannkuk A. Williams  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The first two weeks of school, all teachers will teach, model and practice common area expectations and the campus call out(Hornet Set- you bet!, for voice level 0). <b>Strategy's Expected Result/Impact:</b> Decrease in student ODR's occurring in common areas <b>Staff Responsible for Monitoring:</b> Teachers Team Leads Paraprofessionals  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> After September 16, struggling teachers, based on walk-through data will receive a classroom management coaching cycle. <b>Strategy's Expected Result/Impact:</b> Teacher growth Decrease in ODR's Increase in student achievement <b>Staff Responsible for Monitoring:</b> ICs Leadership Team District Behavior Support  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Before August 19th, all teachers will be trained on how to implement Quaver lessons to support SEL across the campus. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement Safe learning environment for all students <b>Staff Responsible for Monitoring:</b> Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2: SAFE SCHOOLS**

All schools will promote nurturing, safe and secure places for students, staff and parents.

**Performance Objective 3:** During the 25-26 school year all students will exhibit appropriate behaviors in all settings across the campus, through teacher use of CKH and PBIS strategies.





**High Priority**

**Evaluation Data Sources:** CKH Classroom Implementation Walkthrough Form  
Skyward Canned Discipline Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Before August 19th, 100% of instructional staff will be trained in creation and implementation of the Social Contract including rewards and consequences, based on CKH.  <b>Strategy's Expected Result/Impact:</b> Decrease in ODR's Increase in student SEL Increase in student achievement  <b>Staff Responsible for Monitoring:</b> Counselor CKH Process Champions Teachers Pannkuk A. Williams  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will lead daily Morning Meetings utilizing District approved resources - Quaver to teach, model, and implement proper social skills.  Teachers will teach lessons, Counselor will monitor implementation, and Administration will support as necessary. <b>Strategy's Expected Result/Impact:</b> Increase in student SEL Decrease in ODR's Increase in student achievement <b>Staff Responsible for Monitoring:</b> Teachers Counselor Admin  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Counselor will be responsible for teaching guidance lessons to all grade level classes once each month. <b>Strategy's Expected Result/Impact:</b> Decrease in ODR's Increase in student achievement <b>Staff Responsible for Monitoring:</b> Teachers Counselor Admin  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> By October 1st, Tier 2 behavior students will be identified and a Tier 2 plan will be developed, implemented and monitored. Adjustments will be made as needed to plans. <b>Strategy's Expected Result/Impact:</b> Decrease in ODR's Increase in student achievement <b>Staff Responsible for Monitoring:</b> Teachers Admin District Behavior Support personnel  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June





Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The PBIS committee will monthly recognize and celebrate students who successfully meet campus behavior standards. <b>Strategy's Expected Result/Impact:</b> Improve student behavior <b>Staff Responsible for Monitoring:</b> A. Williams PBIS Committee Process Champions	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 2: SAFE SCHOOLS**  
All schools will promote nurturing, safe and secure places for students, staff and parents.

**Performance Objective 4:** During the 25-26 school year, there will be a 10% decrease in student referrals.

**High Priority**

**Evaluation Data Sources:** Skyward discipline data (Canned Skyward Discipline Report) reviewed by CBC and campus administration monthly on Monday during Leadership meeting.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Quaver, a character education program with a social skills component, that will be taught daily during grade level morning meetings. <b>Strategy's Expected Result/Impact:</b> Decrease the number of ODRs. <b>Staff Responsible for Monitoring:</b> Counselor Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The PBIS committee will monthly recognize and celebrate students who successfully meet campus behavior standards. <b>Strategy's Expected Result/Impact:</b> Improve student behavior <b>Staff Responsible for Monitoring:</b> A. Williams PBIS Committee Process Champions	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





### Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

**Performance Objective 1:** 85% of all parent responses to the 9-weeks survey will rate SWHE proficient or higher in the area of communication.

**Evaluation Data Sources:** 9-Weeks Parent Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create and send Monthly campus newsletters to all stakeholders. <b>Strategy's Expected Result/Impact:</b> Increase communication from campus to parents/stakeholders. <b>Staff Responsible for Monitoring:</b> Receptionist Registrar Parent Engagement committee Burns Pannkuk A. Williams  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Grade Level Newsletters to include learning targets, weekly events, and parent friendly intervention techniques to work with students on at home. <b>Strategy's Expected Result/Impact:</b> Increase school to home communication. <b>Staff Responsible for Monitoring:</b> Teachers Team Leads  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Starting October 1, the yearbook committee will be responsible for submitting positive photos of student learning to the campus Facebook page manager. <b>Strategy's Expected Result/Impact:</b> Positive School Perception Positive communication to the community <b>Staff Responsible for Monitoring:</b> Teachers Team Leads Yearbook Coordinator Odom-ILS  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Throughout the year, teachers will make positive phone calls to parents to share good things that their student is doing. Teachers will also communicate student academic progress. <b>Strategy's Expected Result/Impact:</b> Increase in positive school perception Increase in teacher/parent communication Increase in student achievement with parental involvement <b>Staff Responsible for Monitoring:</b> Teachers Team Leads Burns Pannkuk A. Williams  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

**Performance Objective 2:** 65% of families who complete the parent engagement survey will rate Samuel W. Houston as proficient in communication, involving parents in students' academics, and hosting engaging events.

**Evaluation Data Sources:** MOY and EOY Family communication, involvement, and engagement survey





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will communicate to parents through grade level teams and through campus communication of the events scheduled for each month. <b>Strategy's Expected Result/Impact:</b> SWHE looks to increase parent engagement and involvement in attending scheduled campus events. <b>Staff Responsible for Monitoring:</b> Teachers Burns Pannkuk A. Williams Parent Engagement committee Receptionist Odom - Social Media posts  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SWHE will host a family engagement luncheon and a family night event to train parents on how to read and understand Beginning-of-Year (BOY) student diagnostic reports. <b>Strategy's Expected Result/Impact:</b> Increase family involvement in student academics <b>Staff Responsible for Monitoring:</b> District coordinator-Sara Williams Leadership Team-Burns Team Leaders	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

**Performance Objective 1:** Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the districts mission and core belief statements.

**Evaluation Data Sources:** Completed reviews of studies related to effectiveness completed and findings implemented.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maximize the use of local, state and federal funds to increase student achievement and the instructional capacity of the staff.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement and staff capacity <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Campus Speaker/Presentation - 211 - Title I, Part A - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

#### Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

**Performance Objective 2:** Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

**Evaluation Data Sources:** All facilities capable of meeting the needs of student learners.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collaborate with the Maintenance and Operations department to improve the aesthetics and create an environment that is conducive to learning. <b>Strategy's Expected Result/Impact:</b> Increased student achievement, improved learning environment <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide interactive tools for the library to promote digital literacy and enrichment for all students. <b>Strategy's Expected Result/Impact:</b> Increased student achievement and digital integrity. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				



**Goal 5:** The District will retain and recruit qualified staff that will maintain standards that foster student success.





**Performance Objective 1:** Based on the 9 week staff survey, 90% of all instructional staff will feel supported in carrying out their instructional duties and responsibilities.

**Evaluation Data Sources:** 9-weeks staff survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 0 years experienced teachers will be partnered with a veteran teacher as their mentor for the school year. <b>Strategy's Expected Result/Impact:</b> Mentorship and staff retention <b>Staff Responsible for Monitoring:</b> Burns Pannkuk A. Williams H. Bell H. Smith Tijerina Behavior Coalition Design Team Team Leads  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Bi monthly, on the third Wednesday, all teachers will be invited, but 0 year teachers will be expected to meet with instructional coaches once per month after school for new teacher professional development. <b>Strategy's Expected Result/Impact:</b> Improve self-efficacy Improve student performance <b>Staff Responsible for Monitoring:</b> Teachers Team Leads Pannkuk A. Williams H. Bell H. Smith Tijerina  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Solution Tree content coaches will provide feedback and guidance to both math and reading content areas. Each area will receive 4 days of coaching throughout the year. <b>Strategy's Expected Result/Impact:</b> Improve teacher pedagogy Improve student performance <b>Staff Responsible for Monitoring:</b> Burns Pannkuk A. Williams H. Bell H. Smith Tijerina Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> By September 1,SWHE will conduct vertical team planning on all campus professional learning days. <b>Strategy's Expected Result/Impact:</b> Improve vertical alignment Improve student performance Enhance teacher content knowledge <b>Staff Responsible for Monitoring:</b> Teachers Team Leads Burns Pannkuk A. Williams H. Bell H. Smith Tijerina  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement learning walks and provide immediate feedback to teachers in the areas of instruction and classroom management. <b>Strategy's Expected Result/Impact:</b> Increase teacher pedagogy Improve classroom management <b>Staff Responsible for Monitoring:</b> Burns Pannkuk A. Williams H. Bell H. Smith Tijerina  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Book study using the book "Building Blocks for Social -Emotional Learning" during collaborative team meetings. <b>Strategy's Expected Result/Impact:</b> Incorporate researched-based practices in T1 Instruction Improve student behavior <b>Staff Responsible for Monitoring:</b> Burns Pannkuk A. Williams H. Bell H. Smith Tijerina Solution Tree Content coach  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** The District will retain and recruit qualified staff that will maintain standards that foster student success.

**Performance Objective 2:** 75% of all instructional staff will return to SWHE for the 26-27 school year

**Evaluation Data Sources:** EOY Staffing Survey

# State Compensatory

## Budget for Samuel W Houston Elementary

**Total SCE Funds:** \$414,273.00

**Total FTEs Funded by SCE:** 6

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

## Personnel for Samuel W Houston Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christine Hill	IA - General	1
Danielle Sandmann	Instructional Coach - ELA	1
Mertha McHenry	Dyslexia Teacher	1
Rosalin Jackson	IA - General	1
Tammy Sanders	Interventionist - Math	1
Terry Fields	Interventionist - Rdg	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Catherine Hanson	IA - ESL/Bilingual		1
Stacie Castleberry	Instructional Coach - Math		1

# Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Campus Speaker/Presentation		\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$139,270.00
+/- Difference					\$134,270.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00



LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
289 - Title IV, Part A, Sub 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
212 - Title I, Part A, School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$139,270.00
Grand Total Spent					\$5,000.00
+/- Difference					\$134,270.00