

Weslaco Independent School District
Sam Houston Elementary
2018-2019 Campus Improvement Plan



Mission Statement

The mission of the administration, faculty, and community of Sam Houston Elementary is to provide a caring environment in which every child is respected and given the opportunity to develop character, values and leadership.

Vision

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sam Houston Elementary is part of the Weslaco Independent School District and is situated in Hidalgo County in the Rio Grande Valley of South Texas. This campus is home to 755 students in grades PK through 5th grade, and it currently employs 80 staff members.

According to the PEIMS Data Review of our campus profile, 99% of the student population is Hispanic, 67 % are identified as At-Risk, 86% are identified as Economically Disadvantaged, and 26% are identified as English Language Learners. Other demographic information includes students receiving special services, 2 % are identified as Migrant and 7% are identified as Gifted and Talented.

Sam Houston is in its 4th year as a Leader In Me School. As a school wide initiative, the 7 Habits of Happy Kids are practiced and modeled on a daily basis by students as well as staff. Our students walk in the front doors every morning clearly understanding and working towards the expectations held for them. Each one of the students on our campus practice the 7 habits and recognize that to be a successful individual they have to work hard and begin with the end in mind.

Demographics Strengths

- * Sam Houston has many supportive parents that value the importance of education.
- * The attendance rate has been one of the highest in the district.
- * Sam Houston Elementary continuously supports students achievements, community participation, and fundraisers.
- * Sam Houston Elementary promotes numerous students clubs and organizations. Students are encouraged to be involved and to participate in extracurricular activities such as the Hotshots Jump rope team, Cheerleading, Weekly Wellness Walks, Enrichment Clubs and Academic UIL.
- * 27 teachers have 10 or more years of classroom experience.
- * 24 teachers are Bilingually Certified
- * 114 ELL students scored at Advanced or Advanced High on TELPAS

* 4 Distinctions earned on the Spring 2018 STAAR Assessment

Problem Statements Identifying Demographics Needs

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

Student Academic Achievement

Student Academic Achievement Summary

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

Accountability Rating:

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

Students)

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

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

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

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

Performance Index Summary:

	Component Score	Scaled Score	Rating
Overall		89	Met Standard
Student Achievement		80	Met Standard

STAAR Performance	53	80	Met Standard
School Progress		88	Met Standard
Academic Growth	73	77	Met Standard
Relative Performance	53	88	Met Standard
Closing the Gaps	96	92	Met Standard

Student Academic Achievement Strengths

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

- * Reading/ELA
- * Science
- * Post Secondary Readiness
- * Closing the Gaps

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students have room for improvement in practicing higher level thinking skills using Bloom's taxonomy and Webb's Depth of Knowledge and in order to increase STAAR scores in all areas especially in Mathematics and Academic Growth. **Root Cause:** Students lack higher levels of cognitive rigor and complexity skills in order to perform on the Meets and Masters level of the state accountability.

Problem Statement 2: Teachers lack knowledge of differentiated strategies to better meet individual student needs. **Root Cause:** Teachers face different styles and backgrounds in the classroom and each child represents a variety of challenges therefore, differentiation of instruction has to be in place and constantly evaluated.

Problem Statement 3: In the areas of 3rd, 4th, and 5th grade reading, writing and math combined, less than 30% met Master's, less than 60% met Meets, and less than 90% met Approaches. **Root Cause:** Lessons prepared for students lack different levels of cognitive rigor and higher levels of questioning needed to meet performance levels on the STAAR .

School Processes & Programs

School Processes & Programs Summary

Schoolwide Program Plan

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

The six steps include:

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

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

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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

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

2: Schoolwide Reform Strategies

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

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

3: Instruction by highly qualified professional teachers

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

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

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

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

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

Procedures include:

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

5: Recruitment of highly qualified educators

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

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

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

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

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

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

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

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

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

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

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

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

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Sam Houston Elementary did not receive the necessary percentage for Quartile 1 in the following areas: Accelerated Student Growth in ELA/Rdg, 4th grade Reading Performance (Masters level), Accelerated Student growth in Mathematics, Mathematics Performance in 3rd and 4th grade (Masters Level). **Root Cause:** Teachers did not utilize the TEKS Resource System effectively to ensure differentiation for all students.

Problem Statement 2: In the areas of 3rd, 4th and 5th grade reading, writing, and math combined, less than 30% met Master's, less than 60% met Meets and less than 90% met Approaches level. **Root Cause:** Teachers lack training in addressing higher levels of questioning which the students need in order to be successful in the STAAR.

Perceptions

Perceptions Summary

Sam Houston Elementary has a positive outlook on many aspects. We are considered a model school in the district. Through the attendance of a variety of school/community projects, we have received many accolades. The participation of students, parents, and community leaders in the following events demonstrates a very positive perception.

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

Other positive perceptions from the community include:

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

Sam Houston Elementary is comprised of students in Pre-Kindergarten through Fifth grade. Student success is celebrated in a variety of ways. At Sam Houston Elementary we have an awards ceremony every twelve weeks in which students are recognized for perfect attendance, honor roll, Leader in Me ,

and Accelerated Reader. Jr. Lighthouse/ Mini Lighthouse members serve as greeters and masters of ceremonies during awards assemblies. Sam Houston participates in the Leader in Me process. Sam Houston Elementary staff and administration meet five times a school year to discuss students progress (SPR). School safety continues to be emphasized at Sam Houston. Safety drills will be conducted on a monthly basis.

Perceptions Strengths

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

Factors observed:

High Parent Participation

STAAR Academic Achievement

High Attendance Rates

Positive Teacher Morale

Students practice leadership skills on a daily basis

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There has been an increase in the number of student discipline referrals and parent misunderstandings about academic and behavioral expectations. **Root Cause:** Staff, students, and parents lack understanding of Sam Houston Elementary's school safety and procedures.

Comprehensive Needs Assessment Data Documentation

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

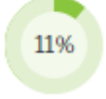
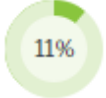
Goals

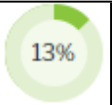
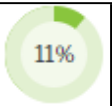
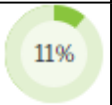
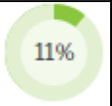
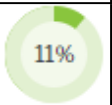
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders









Performance Objective 1: By Spring 2019, the number of students who score meets and masters on the STAAR assessments will increase.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Ensure teachers are using the TEKS Resource System and data from Aware, for lesson planning (Forethought) * Attend all district staff development, including PLCs in the core subjects and require all information be shared at grade level meeting. Ensure staff consistently uses the T-TESS Rubric to guide and drive their instruction.</p>	2.4, 2.5, 2.6	KG - 5th Teachers Campus Administration Support Staff	All TEKS for each grade level will be taught and performance on the Reading and Writing assessments will improve.				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: State Comp Ed (SCE) - 2391.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide additional tutoring during Saturday School and/or Extended Day and during school tutoring for students who fail Benchmarks/ CBA's in Reading, Writing, Math and/or Science. Utilize Education Galaxy STAAR aligned software for all subjects.</p>	2.4, 2.5, 2.6	3rd - 5th Teachers Campus Administration	After targeting areas of weakness, results of Benchmarks and STAAR assessments will increase in the core subjects.				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: State Comp Ed (SCE) - 100807.00, Title 1, Part A - 78949.00</p>							

<p>Critical Success Factors CSF 1</p> <p>3) Incorporate Writing Academy Strategies : * OCTO Surgery * CAFE *TWA *Expository Prompts *Introduction Strategies sentence weather, etc.</p>	2.4, 2.5, 2.6	PK-5th Teachers Campus Administration	Performance on Reading and Writing assessments will improve including: *CBAs *District Benchmarks *STAAR Assessments				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Positive reinforcement will be used for students when benchmarks are passed and grades have increased. Incentives will be provided for the students : Spirit Monkeys, Game room, Academic Celebrations, Novel Celebrations, AR Celebrations, Attendance Celebrations, Oriental Trading Incentives for students, etc.</p>	2.5, 2.6	Admin. Counselors Coaches Teachers	Performance on Reading and Writing Assessments will improve including the following: * CBA's * District Benchmarks * STAAR assessments				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Provide Staff Development for Pre-K through 2nd grade teachers such as The Writing Academy</p>	2.4, 2.5, 2.6	PK-5th Teachers Campus Administration	Performance on Reading and Writing Assessments will improve including the following: * CBA's * District Benchmarks * STAAR assessments				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Provide the Staff with training resources on: * SIPPS * Herman-Method * Sharon Wells * AR * Writing Academy * STAAR Workbook resources * Curriculum Training * Scholastic Big Day * Waterford * Online Website Teacher Pay Teacher * Other resources as needed.</p>	2.5, 2.6	Campus Administration	Performance on Reading and Writing Assessments will improve including the following: * CBA's * District Benchmarks * STAAR assessments				
<p>Critical Success Factors CSF 1</p> <p>7) Colorbands- Teachers will use the "Colorbands" tracking system to measure student progress throughout the year. (Every six weeks teachers will review.)</p>	2.4	Teacher Campus Admin.	Teachers will see progress on CBA's, Benchmarks and other assessments. (Color progression) Teachers in grades K-2nd will use math benchmarks and istation reports to track student progress.				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) Meet with campus staff to review student data, progress monitoring, and effective instructional practices.</p>	2.4, 2.5, 2.6	Teacher Campus Admin. Counselors	Improved student performance for all populations.				
Funding Sources: State Comp Ed (SCE) - 83684.00							
<p>Critical Success Factors CSF 1</p> <p>9) Teachers will utilize researched based hands on activities in order to increase student engagement and overall student performance.</p> <p>1.) Collaborative Group Activities 2.) Book Projects 3.) Foldables 4.) Collages 5.) Journals</p>	2.4, 2.5, 2.6	Teachers, Campus Admin.	Students will improve performance on benchmarks, CBA's and all other assessments.				
Funding Sources: State Comp Ed (SCE) - 11250.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) Students will be required to participate in District and Campus Science Fair to develop their inquiry skills and they will have the opportunity to participate in valuable learning experiences.</p>	2.4, 2.5, 2.6	Teachers Campus Admin.	Students will have the opportunity to explore and perform experiments and research. Students will improve performance on Science benchmarks and CBA's.				
<p>Critical Success Factors CSF 1</p> <p>11) Differentiated instruction will be in place to ensure that all students academic needs are met. The following will take place to ensure that: * instructional rounds by administration * walk-throughs (feedback) * staff development * team planning time * administrator/ teacher planning</p>	2.4, 2.5, 2.6	Admin. Teachers	All students will show significant improvement in the areas of math, science, reading and writing.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

Demographics

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

Student Academic Achievement



Problem Statement 1: Students have room for improvement in practicing higher level thinking skills using Bloom's taxonomy and Webb's Depth of Knowledge and in order to increase STAAR scores in all areas especially in Mathematics and Academic Growth. **Root Cause 1:** Students lack higher levels of cognitive rigor and complexity skills in order to perform on the Meets and Masters level of the state accountability.

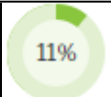
Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance

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

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Sam Houston staff will be provided with professional training on campus computer software programs, blended learning, Google Apps and integration of technology in their daily lessons.</p>	2.4, 2.5, 2.6	Admin. Campus CTC	Sign in sheets T-Tess Domains increased from previous year				
Funding Sources: State Comp Ed (SCE) - 111051.00							
<p>Critical Success Factors CSF 1</p> <p>2) Students in Prekinder through fifth grade will use technology to develop reading and math skills. Technology will include Elmo, Clear Touch Panels, Chromebooks, televisions, Ipads, Computers-desktop and laptops, document cameras, printers, ink, media carts, speakers, laminators, scanners, mounted projectors, class sets of headphones for student use, etc. * Instructional assistants will facilitate students as they utilize technology for academic acceleration/remediation</p>	2.4, 2.5, 2.6	Administration Teacher CTC	Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels - BOY, MOY, EOY STAAR Scores 6 week report Cards				
Funding Sources: Title 1, Part A - 35054.00							

<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, flexible seating equipment/ supplies, printers, projectors, scanners, cameras, apps, online resources, laptops, light bulbs, software, ELMO/projectors and toner/ink for printers.</p>	<p>2.4, 2.5, 2.6</p>	<p>Admin. Campus CTC Teacher</p>	<p>Teachers and students will have the resources needed to be successful in the classroom environment.</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance

Performance Objective 2: Conduct Monthly Fire/ Lockdown Drills and Ensure Student Safety before, during, and after school

Evaluation Data Source(s) 2: Reports to Safety and Security Department and Weslaco Fire Department, and Campus Documentation

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Classroom teachers will review fire drill/lock down safety with students, and support and office staff and administration will monitor students during monthly fire drills/lock downs.</p>		Principal CTC Teachers CIF	Staff and students will be knowledgeable of how to respond if a fire emergency would arise. Student safety is key.				
<p>Critical Success Factors CSF 6</p> <p>2) Signs will be placed on campus which prohibit the use of cell phones during pick up and drop off times.</p>		Admin. and Staff	Students and Parents will be aware that cell phones are not allowed.				
<p>Critical Success Factors CSF 6</p> <p>3) Work with WISD and Safety and Security to ensure drop off and pick up areas are safe for parents, students, and staff.</p> <p>* Ensure students health needs are being met on a daily basis.</p>		Admin. and Staff	Staff and students will be knowledgeable of drop off and pick up procedures. Student safety is key.				
Funding Sources: Title 1, Part A - 49016.00							
<p>Critical Success Factors CSF 6</p> <p>4) Update playground equipment, building/grounds, and indoor/outdoor equipment/supplies to ensure a safe school. Ensure that proper measures are taken so that playground/outside areas are safe for students.</p>	2.4, 2.6	Admin. Security Custodians	Student safety is key. Ensure that equipment is safe for the students.				





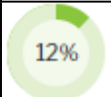
Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS- Exceptional community service, open communication, and positive collaboration for student success

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

Evaluation Data Source(s) 1: Parental involvement sign- in sheets

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Sam Houston will provide parent meetings to encourage participation and attendance. These meetings will be made available both during the day and in the evening to accommodate the parents. This will also increase collaboration between home and school to support parental involvement and student achievement.</p>	3.1, 3.2	Administrators Parent liaison	Parent-school-partnerships will improve the school, strengthen the family, and increase student achievement and success.				
Funding Sources: Title 1, Part A - 35020.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) In order to ensure that the school, the parents and the students all work as a team towards the students academic success, a School-Parent-Student Compact will be sent home at the beginning of every school year. This compact will be signed by the parent and student.</p>	3.1, 3.2	Administrators Parent Liason Teachers	Student goals and expectations will be available to parents and this will assist in increasing student success.				

<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Utilize all forms of contact with parents including parent/teacher conferences, student homework logs, behavior logs/ ClassDoJo, monthly parent calendar, school messenger, KWES, social media such as Facebook account, six weeks awards assemblies, Meet the Teacher, Fall Festival/ Literacy Night, Open House, and Absence Call Out Program, and Parent Center meetings.</p>	<p>3.1, 3.2</p>	<p>Teachers, Campus Administration, Counselors, Parent Specialist</p>	<p>Parent-school-partnerships will improve the school, strengthen the family, and increase student achievement and success.</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- High quality, research- based training development and support for all employees

Performance Objective 1: Improve instruction for all student body including ELL, special education, at-risk, migrant and economically disadvantaged

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1: Some progress made toward meeting Performance Objective

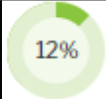




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers in grades K-5th will attend PLC meetings that support language arts, math, science, and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully.</p>	2.5, 2.6	Administration Teachers District Content Strategists	<p>Formative: Student Performance Review Sessions Lesson Plans Walk Throughs T-Tess Student Learning Objective</p> <p>Summative: STAAR PLC Training Grade Level Meetings</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers in grades K-5th will attend blended learning training. Teachers will begin using blended learning in at least one of the content areas.</p>	2.4, 2.5, 2.6	Administration Teachers CTC	<p>Teachers District Content Strategists</p> <p>Formative: SPR Sessions Lesson Plans Walk Through T-Tess Student Learning Objective</p> <p>Summative: STAAR Grade Level Meetings</p>				
Funding Sources: Title 1, Part A - 93049.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: FINANCIAL STRENGTH-Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding

Performance Objective 1: All district procedures will be followed when submitting all purchase orders.

Evaluation Data Source(s) 1: Purchase Orders, District Audits

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grade level chairpersons will plan all field trips in a timely manner to allow the school secretary time to gather all information needed to request purchase orders, complete all needed field trip documentation, order school buses, and cafeteria meals (if needed).		School Secretary, Principal, District Business Office	All district procedures will be followed to ensure a clean audit.				
Funding Sources: State Comp Ed (SCE) - 0.00, General Fund - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Ensure teachers are using the TEKS Resource System and data from Aware, for lesson planning (Forethought) * Attend all district staff development, including PLCs in the core subjects and require all information be shared at grade level meeting. Ensure staff consistently uses the T-TESS Rubric to guide and drive their instruction.
1	1	2	Provide additional tutoring during Saturday School and/or Extended Day and during school tutoring for students who fail Benchmarks/ CBA's in Reading, Writing, Math and/or Science. Utilize Education Galaxy STAAR aligned software for all subjects.

State Compensatory

Budget for Sam Houston Elementary:

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

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Sam Houston Elementary needs assessment was reviewed on October 5, 2018.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Lorena Moreno- CIF

Selma Gutierrez - Principal

Diana Lucio- Teacher

Norma Benitez- Teacher

Sonia Balboa- Parent

Isabel Guerrero- Teacher

Ivana Flores- Teacher

Roxanne Dillard-Teacher

Jessica Garcia-Teacher

April Segura-Teacher

Alma Pena- Teacher

Alejandra De La Rosa- Teacher

Maria Cavazos-Teacher

Sandra Rodelo- Teacher

Adriana Cantu- Counselor

2.2: Regular monitoring and revision

November 15, 2018

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

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

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

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

2.4: Opportunities for all children to meet State standards

See pages, 17-23

2.5: Increased learning time and well-rounded education

* Methods and instructional strategies that strengthen the academic school program

See pages, 17-22

* Increase the amount of time and quality of learning time,

See pages, 17-19

* Academic programs that help provide and enriched and accelerated curriculum that includes programs , activities and course necessary to provide a well - rounded education

See pages, 17-19

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

See pages, 17-19, 21, 24-25

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy Committee

1. Yolanda Almazan- Parent Specialist

2. Selma Gutierrez- Principal

3. Adriana Cantu- Counselor

2. Jessica Balboa - Parent

3. Sonia Flores - Parent

4. Sylvia Vasquez -Parent

5. Heather Lucio -Parent

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

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

3.2: Offer flexible number of parent involvement meetings

Date: September 12, 2018 Time: 8:00 a.m. and 5:30 p.m Location: Sam Houston Elementary Library

Date: September 14, 2018 Time: 8:30-11:00 a.m. Location: Sam Houston Staff Development room

Date: October 25, 2018

Time: 9:00 a.m.

Location: Sam Houston Staff Development room

Date: November 15, 2018

Time: 9:00 a.m.

Location: Sam Houston Staff Development room

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
counselor	Adriana Cantu	Counselor
Administrator	Lorena Moreno	CIF
Administrator	Selma Gutierrez	Principal
Classroom Teacher	Diana Lucio	teacher
Classroom Teacher	Norma Benitez	teacher
Community Representative	Sonia Balboa	parent
Classroom Teacher	Isabel Guerrero	teacher
Classroom Teacher	Ivana Flores	teacher
Classroom Teacher	Roxanna Dillard	teacher
Classroom Teacher	Jessica Garcia	Teacher
Classroom Teacher	April Segura	Teacher
Classroom Teacher	Alma Pena	Teacher
Classroom Teacher	Alejandra De La Rosa	Teacher
Classroom Teacher	Maria Cavazos	Teacher
Classroom Teacher	Sandra Rodelo	Teacher

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Technology programs for teacher and supplies	164	\$2,391.00
1	1	2	Mentors, Tutoring staff	164	\$100,807.00
1	1	8	Facilitating instruction/Reviewing Data	164	\$83,684.00
1	1	9	Classroom materials	164	\$11,250.00
2	1	1	Technology Staff	164	\$111,051.00
5	1	1	Transportation-buses	199.11.6494.00.103.8.11	\$0.00
Sub-Total					\$309,183.00
Budgeted Fund Source Amount					\$309,183.00
+/- Difference					\$0
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Mentors, Tutoring staff, Instructional assistance	211	\$78,949.00
2	1	2	Personnel used for assistance with student acceleration/remediation	211	\$35,054.00
2	2	3	Health Staff/Resources	211	\$49,016.00
3	1	1	Parental Liason	211	\$35,020.00
4	1	2	Staff assisting with tutoring	211	\$93,049.00
Sub-Total					\$291,088.00
Budgeted Fund Source Amount					\$291,088.00
+/- Difference					\$0
Grand Total					\$600,271.00