

Galena Park Independent School District

Sam Houston Elementary School

2024-2025 Campus Improvement Plan



Board Approval Date: August 12, 2024

Mission Statement

We at Sam Houston Elementary create a nurturing community that embraces the social-emotional and academic needs of the whole child. With strong relationships as the foundation, we center the infinite potential of every child.

Vision

We at Sam Houston Elementary aim to develop creative problem solvers, academic scholars, resilient learners, global citizens, and compassionate collaborators who work together to build a better future.

Campus Profile

Sam Houston Elementary is one of 15 campuses in Galena Park Independent School District. The doors opened to Sam Houston in 2007 with Ofelia Garza serving as principal. In 2012, Michelle Cavazos was named principal and is currently serving. Sam Houston Elementary serves families in the Cloverleaf neighborhood. Upon opening its doors 15 years ago, 790 students were served by the campus. This campus currently serves 740 students in grades Pre-Kindergarten to Fifth Grade including two Structured Learning classrooms.

Where We Are

Sam Houston Elementary is currently serving 740 students in grades Pre-K through 5th Grade. The students are 91% Hispanic and 89% economically disadvantaged. On state assessments, the school is performing close to the state average. Student discipline has remained consistent for the last five years. Teacher retention has remained at about 95%. Student attendance rate has slowly improved from the after effect of the pandemic.

Where We're Going

Sam Houston Elementary will focus on continued improvement in Reading, Writing, Math, & Science through a blended learning model. We will continue integrating a Strong Start block into our daily schedule that incorporates social-emotional learning (SEL) components and continue to build our emergent bilingual students via the One-Way Dual Language model.

Core Beliefs

Core Belief 1: Well-being is prioritized. As educators, we have a significant impact on the well-being of our students. We nurture the whole child - socially, emotionally, and academically to instill a foundation for the child's overall success.

Core Belief 2: Equity leads to personalization and advocacy. Equity means providing every student the opportunity to reach their highest potential by meeting their academic and social-emotional needs. Students are encouraged and supported to advocate for their needs.

Core Belief 3: Everyone is responsible for the culture. We create a safe learning environment that contributes to everyone feeling a sense of belonging, trust, and connection with each other through relationship building, collaboration, systems, and practices. These conditions empower everyone to take risks and have ownership of positive school culture.

Core Belief 4: Children model after adults. Children's behavior is often learned by watching adult behavior. We model appropriate behavior and implement restorative practices for students to learn from their actions and experiences.

Graduate Aims

Creative Problem Solvers: I keep trying and don't give up until I find a solution. I stop, think, and then resolve.

Academic Scholars: I am responsible and try my best at everything I do. I use my knowledge and skills to solve difficult situations.

Resilient Learners: I do not give up and I learn from my mistakes.

Global Citizens: I respect, value, and embrace others' differences.

Compassionate Collaborators: I respect and work nicely with others, actively listen, and make others feel loved.

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Comprehensive Needs Assessment

Revised/Approved: May 6, 2024

Demographics

Demographics Summary

We are a Title 1 school. Our enrollment for the 2023-2024 school year was at 734. The current student population is 2.8 % African-American, 2.3% Anglo, 0.3 % Asian, and 94.3% Hispanic. Our economic disadvantage is 92.2%. We have 4% classified as 504.

The staff population is 8.3% African-American, 12.5% Anglo, 4.2% Asian, 70.8% Hispanic, 12.5% male, and 87.5% female. We have 91% Highly Qualified teachers and paraprofessionals whereas 51.3% of our staff have 11 or more years of experience, 18.7% have 6-10 years of experience, and 30% have 5 years or less experience.

The latest TAPR report for 2023 indicated the overall mobility rate for the campus is 14.1%, an increase from the year before from 11.4%. The 2023-2024 average daily attendance rate for students was 94.63%.

The campus is organized in self-contained classrooms in the primary grades (PK-2nd). In the upper grades (3rd-5th), the classes are scheduled as team teaching. The team teaching consists of one Language Arts and Social Studies teacher and one Mathematics and Science teacher. We had two self-contained teachers - one in 3rd-grade regular and one in 5th-grade bilingual.

Our Emergent Bilingual population is 66% and 85.5% at-risk. Our student programs are 6% Gifted and Talented, 64.7% Bilingual, and Special Education is 11.1%. Our Emergent Bilinguals are serviced through the One-Way Dual Language 50/50 model where instruction is delivered in English and Spanish in alternating languages each week. Our GT students are serviced through the Journeys and Encounters programs. GT instruction is integrated into the curriculum for Journeys students. Encounters students receive additional GT instruction through the district pull-out program once a week. Special Education students are serviced through In-class support, Resource, Structured Learning (SLC), and Behavior Emotional Social Skills and Teaching (BEST) classes. We have two Structured Learning self-contained classes that service our students with autism. We have a BEST (Behavior Emotional Social Skills Teaching) teacher to provide services to students with autism in the general education classrooms. We will be adding a Structured Life Skills self-contained class in the 2024-2025 school year to service our students with special needs.

Demographics Strengths

- The student population is mostly stable with an 14.1% mobility rate
- Technology is one-to-one in grades 1-5 and accessible to all students in PK-5th
- Students have the opportunity to attend PE, Music, Art, Library, and Technology classes weekly
- Free breakfast and lunch to all students
- Small group interventions to support learning gaps

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance although has slowly increased, there is still a need for improvement. In 2021-2022, our attendance was at 93.08%; In 2022-2023, our attendance was 93.47%.

Root Cause: There tends to be breaks of illnesses that contribute to students needing to be absent. Another factor noticed in our data is the weather (rain, cold) affecting students being sent to school.

Student Learning

Student Learning Summary

Sam Houston received an "A" accountability rating in 2022. In 2023, the state was on hold with ratings. We did not receive an official rating.

All students	2022	2023	2024
Reading			
Approaches	78%	77%	72%
Meets	49%	18%	47%
Masters	25%	19%	20%
Component score	51	48	46
Math			
Approaches	75%	78%	67%
Meets	47%	49%	42%
Masters	18%	21%	12%
Component score			
Science			
Approaches	61%	64%	52%
Meets	33%	34%	14%
Masters	16%	9%	2%
Component score	37	36	23

Reading	3rd RLA 2023	3rd RLA 2024	4th RLA 2023	4th RLA 2024	5th RLA 2023	5th RLA 2024
Approaches	75%	63%	74%	77%	83%	77%
Meets	56%	41%	39%	51%	49%	50%
Masters	29%	18%	11%	20%	17%	22%
Math	3rd Math 2023	3rd Math 2024	4th Math 2023	4th Math 2024	5th Math 2023	5th Math 2024
Approaches	75%	61%	74%	73%	85%	66%
Meets	44%	29%	48%	47%	55%	50%
Masters	16%	7%	23%	17%	25%	11%
Science	5th Science 2023	5th Science 2024				
Approaches	64%	52%				
Meets	34%	14%				
Masters	9%	2%				

Data-driven planning meetings led to intensive and targeted interventions and strategic lesson delivery. In addition, teachers and coaches provided interventions during the school day as well as through after-school tutorials. Student goal conferencing, student goal trackers, teacher data talks, and professional learning communities also took place. There was limited growth by content area and grade level. However, the cohort group in 5th grade Reading and Math showed some growth from 4th grade. The 4th-grade reading and 5th-grade reading (meets and masters) saw an increase.

Student Learning Strengths

- DDI data meetings led to teachers analyzing data, breaking down TEKS, and developing targeted common assessments to measure student progress
- Second-semester data talks with each teacher grade K-5 provided the opportunity to set short-term goals and monitor student progress
- Small group instruction was provided for Reading and Math
- 5th grade reading and math cohort group increased
- 4th grade reading increased from 2023 to 2024
- 5th grade reading meets and masters increased from 2023 to 2024

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Foundational reading skills in lower grades are hindering students to read on level at the EOY.

Root Cause: Lack of intentional and strategic lesson delivery of Phonological and Phonemic Awareness following the research-based continuum is developing gaps in students reading skills.

Problem Statement 2 (Prioritized): Students demonstrate difficulty in comprehending and analyzing math word problems, applying problem solving strategies, and solving digital problems to scratch paper.

Root Cause: Students need exposure and practice to analyzing math word problems in addition to learning math skills.

Problem Statement 3 (Prioritized): Students are limited in development of 21st century skills needed to be prepared for their future.

Root Cause: Students need exposure and practice to 21st Century skills to be prepared for their future: critical thinking, problem solving, collaboration, communication, and technology.

Problem Statement 4: The achievement levels in math declined in all grade levels.

Root Cause: The majority of math teachers have fewer years of experience and need additional professional development for tier 1 math instruction.

Problem Statement 5: The 3rd grade reading decreased from 2023 to 2024.

Root Cause: Additional professional development is needed to support all teachers in the new expectations of the reading assessment.

School Processes & Programs

School Processes & Programs Summary

Sam Houston Elementary has a master schedule that maximizes instructional time for all grade levels. All Kindergarten-2nd grade classrooms are self-contained. The 3rd-5th grade classrooms are departmentalized by ELA/SS and Math/Science. We have one 3rd-grade regular self-contained and one 4th-grade bilingual self-contained classroom.

We have one counselor and nurse to oversee the health and mental well-being of our students and staff. Our four campus instructional coaches serve as coaches and interventionists to support our teachers and students. We have one interventionist that serves our Tier 3 RTI students as well as our dyslexia students. Our two resource teachers provide instruction to our students in the special education program. We will add an additional resource teacher in the new school year. Our Science lab instruction will transition to the classroom teacher. Our Digital Learning Assessment Coordinator (DLAC) has a dual role. The DLAC provides instructional technology support for all faculty and staff as well as supports and leads our state testing. Our campus Lead Mentor meets with all new teachers each month to provide teachers with support.

Enrichment classes (Music, PE, Art, Library, and Technology) are offered to students in Pre-Kindergarten-5th grades. There are tutorials, clubs, and extracurricular activities offered after school for all students. Tutorials are offered to students in Kindergarten-5th grades as needed for academic growth.

All teachers have the opportunity to meet once a week for common planning time to analyze data, break down TEKS, and formulate plans for intervention and tier 1 instruction. Administrators and Campus Instructional Coaches are there to support and facilitate planning and data analysis each week. Sam Houston has a low turnover teacher rate with 51% of the teachers with 11 or more years of experience.

School Processes & Programs Strengths

- Master Schedule
- Instructional Coaching
- Academic support offerings- tutorials, interventions
- Enrichment offerings
- After-school opportunities for students
- All students have access to a personal Chromebook or classroom technology

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our new teacher population has increased therefore professional development and coaching of tier I instruction is an area for growth.

Root Cause: Several veteran staff members have been promoted within the district.

Perceptions

Perceptions Summary

Sam Houston Elementary is a place where students, staff, and our school community feel safe and respected. There are numerous opportunities for students to be involved with their school. The activities we offer are R.A.M.S. Boys Club, Little Miss Girls Club, Honor Society, Robotics, Tech club, Soccer club, Art club, Principal-Student Advisory, and Choir. We host several family engagement events to welcome our school community into our school. Students and parents feel teachers and the school staff cares about children and do their best to provide a productive and positive learning environment.

Families feel our school is welcoming. They appreciate all the hard work the teachers do for their child(ren). They believe the campus staff does care about their child(ren). Staff feel welcome and appreciated by the administrative team.

Perceptions Strengths

- Multiple student opportunities for school involvement
- Parents and students feel safe and well cared for by Sam Houston staff
- Positive learning environment

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Social emotional learning continues to be a need for our students' whole child development.

Root Cause: Students need to build coping, conflict resolution, and other character building skills so that they grow positively socially and emotionally.

Priority Problem Statements

Problem Statement 1: Foundational reading skills in lower grades are hindering students to read on level at the EOY.

Root Cause 1: Lack of intentional and strategic lesson delivery of Phonological and Phonemic Awareness following the research-based continuum is developing gaps in students reading skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students demonstrate difficulty in comprehending and analyzing math word problems, applying problem solving strategies, and solving digital problems to scratch paper.

Root Cause 2: Students need exposure and practice to analyzing math word problems in addition to learning math skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our new teacher population has increased therefore professional development and coaching of tier I instruction is an area for growth.

Root Cause 3: Several veteran staff members have been promoted within the district.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Social emotional learning continues to be a need for our students' whole child development.

Root Cause 4: Students need to build coping, conflict resolution, and other character building skills so that they grow positively socially and emotionally.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students are limited in development of 21st century skills needed to be prepared for their future.

Root Cause 5: Students need exposure and practice to 21st Century skills to be prepared for their future: critical thinking, problem solving, collaboration, communication, and technology.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Student attendance although has slowly increased, there is still a need for improvement. In 2021-2022, our attendance was at 93.08%; In 2022-2023, our attendance was 93.47%.

Root Cause 6: There tends to be breaks of illnesses that contribute to students needing to be absent. Another factor noticed in our data is the weather (rain, cold) affecting students being sent to school.

Problem Statement 6 Areas: Demographics - Demographics

Problem Statement 7: Math achievement has declined in the 2024 state assessments in 3rd-5th grade

Root Cause 7: Our math department has fewer experienced teachers therefore professional development is needed to build tier 1 instruction.

Problem Statement 7 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- 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
- Equity data
- T-TESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

- Other additional data








Goals

Revised/Approved: May 20, 2024

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 1: Teach safety practices and protocols to 100% of students and staff




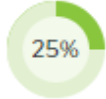

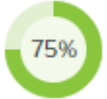







Evaluation Data Sources: Training agenda, sign in sheets, safety protocols logs,

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston will complete two tornado, lockdown, lockout, shelter in place, and reverse evacuation drills at the beginning of each semester. Strategy's Expected Result/Impact: 100% completion of each drill Staff and students are prepared for each crisis Staff Responsible for Monitoring: Assistant Principals	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 2: Maintain a healthy environment so staff and students thrive and are productive








Evaluation Data Sources: Class observations, lesson plans, surveys

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston will present nutrition and CATCH lessons supported through the Physical Education classes. Strategy's Expected Result/Impact: The P.E. teacher will implement the CATCH lessons 100% of the time. Staff Responsible for Monitoring: Physical Education teacher and Administrative Team	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in structured activity through Physical Education class and structured recess. Strategy's Expected Result/Impact: Students will participate in the required 135 minutes of structured physical activity each week. Staff Responsible for Monitoring: PE teacher, Classroom Teachers, Administrative team	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
Strategy 3: All new Sam Houston Elementary staff will participate in Capturing Kids Hearts training Strategy's Expected Result/Impact: Implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness. Staff Responsible for Monitoring: Administrative team, Counselor Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Capturing Kids Hearts training - 000 - Grant Funds - HEB - \$5,000	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 3: Maintain an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements

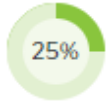

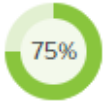
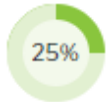

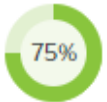
Evaluation Data Sources: Discipline referrals, teacher notes, class observations










Strategy 1 Details	Reviews			
Strategy 1: Provide annual CHAMPS training and monthly review for all teachers to ensure consistency of campus and classroom expectations for all. Strategy's Expected Result/Impact: Students and staff will have common consistent practices in place across campus. Staff Responsible for Monitoring: Administrative team, counselor, teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 4: All campuses will provide social and emotional support through various programs

Evaluation Data Sources: Counselor and Administrative referrals, class observations

Strategy 1 Details	Reviews			
Strategy 1: A Social Emotional Learning component will be maintained within the master schedule for all Prek-5th grade students using the Strong Start routines and practices. Strategy's Expected Result/Impact: Students will demonstrate positive character traits on campus. Teachers will create a safe space for growth and development of the whole child. Staff Responsible for Monitoring: Classroom Teachers Counselor Administrative team Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Counselor will provide small group targeted guidance lessons as needed. Strategy's Expected Result/Impact: Targeted students will receive guidance as needed. Staff Responsible for Monitoring: Counselor and Administrative team	Formative			Summative
	Sept	Dec	Feb	May
				

Strategy 3 Details		Reviews			
Strategy 3: The counselor will provide monthly guidance lessons to all classes centered around the character education traits or lessons based on campus needs. Strategy's Expected Result/Impact: Students will gain a foundation in social emotional learning and coping skills. Student discipline incidents will decrease. Staff Responsible for Monitoring: Counselor Administrative team Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Feb	May
					
Strategy 4 Details		Reviews			
Strategy 4: Students will be recognized monthly for good character based on the district character traits through Medal of Honor Strategy's Expected Result/Impact: Medal of Honor will have a positive impact on student behavior and understanding of desired character traits. Staff Responsible for Monitoring: Counselor Administrative team Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Monthly student incentives - 199 - Local - \$400		Formative			Summative
		Sept	Dec	Feb	May
					
Strategy 5 Details		Reviews			
Strategy 5: Conduct Parent Engagement sessions to promote ways to support students academically, socially and emotionally from home Strategy's Expected Result/Impact: 100% family participation Staff Responsible for Monitoring: Counselor Communities in Schools Administrative team Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Materials for Coffee with the Principal - 199-24 - SCE - \$400		Formative			Summative
		Sept	Dec	Feb	May
					



No Progress



Accomplished



Continue/Modify



Discontinue







Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 1: Increase the number of students who graduate college-ready in English and Math/Increase the number of students who reach meets and masters on reading and math state assessments in 3rd-5th; Increase the number of PK-2nd grade students on or above level on district reading and math MOY-EOY assessments

High Priority

HB3 Goal

Evaluation Data Sources: District assessment data, exit tickets, student exemplars, teacher exemplars, planning agendas, meeting minutes, activity plans, follow up class visits, teacher feedback

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of PK-5th grade students meeting masters level/above grade level on district/state Reading and Math assessments. Strategy's Expected Result/Impact: Masters/Above grade level expectations will increase 5-10% in all grade levels in Reading and Math. Staff Responsible for Monitoring: Administrative team Curriculum Instructional Coaches Classroom teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Host College and Career activities to expose students and families to different educational and career opportunities. Strategy's Expected Result/Impact: Students are exposed to different educational and career choices so they become knowledgeable of their interests for their future. Staff Responsible for Monitoring: Counselor, Administrative team TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Dec	Feb	May
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Foundational reading skills in lower grades are hindering students to read on level at the EOY. **Root Cause:** Lack of intentional and strategic lesson delivery of Phonological and Phonemic Awareness following the research-based continuum is developing gaps in students reading skills.

Problem Statement 2: Students demonstrate difficulty in comprehending and analyzing math word problems, applying problem solving strategies, and solving digital problems to scratch paper. **Root Cause:** Students need exposure and practice to analyzing math word problems in addition to learning math skills.

School Processes & Programs

Problem Statement 1: Our new teacher population has increased therefore professional development and coaching of tier I instruction is an area for growth. **Root Cause:** Several veteran staff members have been promoted within the district.

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 2: Increase the number of students who graduate with an Associate's Degree or a Certificate of Technology

Evaluation Data Sources: Training agendas, Class observations, Student work

Strategy 1 Details	Reviews			
Strategy 1: Promote the use of technology through participation with Blended Learning, Robotics, coding, and STEM. Strategy's Expected Result/Impact: Students will have opportunity to integrate technology within their learning. Staff Responsible for Monitoring: Classroom teachers Digital Learning Assessment Coordinator Administrative team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: STEM Lab Kit - 000 - Grant Funds - \$3,299	Formative			Summative
	Sept	Dec	Feb	May
	<div><div></div>25%</div>	<div><div></div>50%</div>	<div><div></div>75%</div>	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

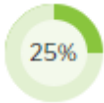

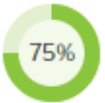
Goal 2: Student Achievement and Post-Secondary Readiness



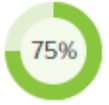




Performance Objective 3: Improve state test scores in all categories

High Priority

HB3 Goal

Evaluation Data Sources: District/State assessment results








Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly and extended planning to allow for efficient, targeted planning, breaking down TEKS, modeling of instruction, and ensuring materials and instruction are at the appropriate levels of rigor. Data-Driven Instruction protocol will be followed.</p> <p>Strategy's Expected Result/Impact: Lesson plans are personalized to meet the needs of all students; Lesson plans have clear objectives, opening activities, time allotments; Lesson plans identify specific needs for SPED, EL's, GT, RTI, 504; Lessons plans display appropriate level of rigor</p> <p>Staff Responsible for Monitoring: Administrative team Curriculum Instructional Coaches Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Common assessments will be created and practiced to provide frequent checks on student growth and performance. Common assessments will be scheduled at targeted intervals. Formative assessments will be conducted weekly to check for learning.</p> <p>Strategy's Expected Result/Impact: Student growth in Reading and Math for all students</p> <p>Staff Responsible for Monitoring: Administrative team Campus Instructional Coaches Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Student Achievement and Post-Secondary Readiness

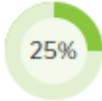


Performance Objective 4: Increase the number of students who complete a Career and Technology Education (CTE) sequence of courses








Evaluation Data Sources: Classroom observations, Learning walks

Strategy 1 Details	Reviews			
Strategy 1: Implement Blended Learning strategies to provide students an opportunity to enhance their learning through technology tools. Strategy's Expected Result/Impact: Students will become independent digital learners and thinkers. Staff Responsible for Monitoring: Classroom teachers Digital Learning Assessment Coordinator Campus Instructional Coaches Administrative team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 5: Increase promotion and graduation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: All PK-5th grade students will set middle and end of year goals to monitor their progress throughout the year based on district assessments via a goal tracker system. Teachers will conference with parents and students as they monitor their growth progress to provide feedback as needed.</p> <p>Strategy's Expected Result/Impact: Students will show growth in all core subject areas. Students will meet their anticipated goal for middle and end of year.</p> <p>Staff Responsible for Monitoring: Classroom teachers Campus Instructional Coaches Administrative team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				

Strategy 2 Details		Reviews			
Strategy 2: Targeted K-5th grade students will be provided interventions and/or tutorials during or after school to assist in closing learning gaps. Strategy's Expected Result/Impact: Closing of student learning gaps. Staff Responsible for Monitoring: Classroom teachers Interventionist Campus Instructional Coaches Administrative team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Tutorials - extra duty pay - 211 - Title I, Part A - \$10,000, Tutorials - extra duty pay - 199 - Bilingual - \$10,000		Formative			Summative
		Sept	Dec	Feb	May
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

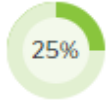









Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Foundational reading skills in lower grades are hindering students to read on level at the EOY. Root Cause: Lack of intentional and strategic lesson delivery of Phonological and Phonemic Awareness following the research-based continuum is developing gaps in students reading skills.
Problem Statement 2: Students demonstrate difficulty in comprehending and analyzing math word problems, applying problem solving strategies, and solving digital problems to scratch paper. Root Cause: Students need exposure and practice to analyzing math word problems in addition to learning math skills.

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 6: Educate and build a home to school connection with our school families.

Evaluation Data Sources: Sign in sheets
Parent surveys

Strategy 1 Details	Reviews			
Strategy 1: Host family events that include educating parents and families on supporting their children social, emotional, and academics. Strategy's Expected Result/Impact: Parental support from home. Staff Responsible for Monitoring: Administration, Counselor, Teachers Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 - Perceptions 1 Funding Sources: Instructional materials, parent education materials - 199-24 - SCE - \$200	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide resources and technology station for parent use. Strategy's Expected Result/Impact: Parents receive necessary resources to meet student needs. Parents have access to a technology station to use as needed. Staff Responsible for Monitoring: Administration, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 3: Students are limited in development of 21st century skills needed to be prepared for their future. Root Cause: Students need exposure and practice to 21st Century skills to be prepared for their future: critical thinking, problem solving, collaboration, communication, and technology.
Perceptions
Problem Statement 1: Social emotional learning continues to be a need for our students' whole child development. Root Cause: Students need to build coping, conflict resolution, and other character building skills so that they grow positively socially and emotionally.

Goal 3: Wide Range of Student Opportunities








Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities

Evaluation Data Sources: Student club and organization rosters, meeting agendas and sign ins, event schedules

Strategy 1 Details	Reviews			
Strategy 1: Offer student clubs/organizations: Girls/Boys club, Honor Choir, Art club, Technology club, Robotics club, Elementary Honor Society, Athletic opportunities, Academic Meet, Spelling Bee, Prose and Poetry, Geography Bee, STEM club, and Principal/Student Advisory. Strategy's Expected Result/Impact: Student engagement in extracurricular activities will enhance student learning and build leadership skills. Staff Responsible for Monitoring: Club/organization sponsors Administrative team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				








Goal 3: Wide Range of Student Opportunities

Performance Objective 2: Increase participation and performance in high quality fine arts programs in music, art, theatre and dance

Strategy 1 Details	Reviews			
Strategy 1: Students will have the opportunity to participate in Music and Art through the enrichment schedule during the week. Students will have opportunity to perform and/or showcase at PTA programs and Parent Engagement nights. Strategy's Expected Result/Impact: The fine arts program will be successful with high student participation and engagement. Participation will also boost student achievement. Staff Responsible for Monitoring: Music and Art teacher Administrative team	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Wide Range of Student Opportunities

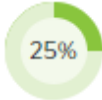


Performance Objective 3: Track regional labor demands to adjust/facilitate changes in GPISD Programs of Study (POS) offerings








Strategy 1 Details	Reviews			
Strategy 1: Network with area businesses to build partnerships. Host a Career Night that incorporates these businesses and a variety of careers. Strategy's Expected Result/Impact: 90% student/family participation Student exposure to potential careers and job opportunities Staff Responsible for Monitoring: Counselor Communities in Schools Administrative team TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: High Quality Staff

Performance Objective 1: Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

Evaluation Data Sources: Teacher turnover rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
<p>Strategy 1: Maintain a New Staff/Teachers Plan:</p> <p>Provide mentorship to new teachers and new staff members to Sam Houston Elementary.</p> <p>Provide professional development for new teachers to get acquainted with our district and campus goals.</p> <p>Provide mentor/mentee meeting times throughout the year.</p> <p>Strategy's Expected Result/Impact: New teachers/staff members are successful in their role on campus.</p> <p>Retention rate remains at 95% or higher for our campus.</p> <p>Staff Responsible for Monitoring: Lead mentor Administrative team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>				








Strategy 2 Details	Reviews			
Strategy 2: Maintain a campus Professional Development Plan: Provide ongoing professional development for teachers and staff based on the needs of the campus to continue to build on teacher knowledge and skills. Teachers will have opportunities to participate in Learning Walks throughout the year as scheduled. Strategy's Expected Result/Impact: Teacher and staff capacity will be increased in different areas. Instructional effectiveness will increase based on class observations and teacher feedback through coaching cycles. Staff Responsible for Monitoring: Campus Instructional Coaches Administrative team Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Our new teacher population has increased therefore professional development and coaching of tier I instruction is an area for growth. Root Cause: Several veteran staff members have been promoted within the district.



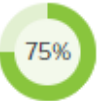




Goal 4: High Quality Staff

Performance Objective 2: Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

Strategy 1 Details	Reviews			
Strategy 1: Recognize staff accomplishments and provide staff with the opportunity to participate in some of the decision-making processes through staff surveys and committee membership. Strategy's Expected Result/Impact: An increase in staff morale and student achievement 80% or higher in regard to employee relation services Staff Responsible for Monitoring: Administrative team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				








Goal 4: High Quality Staff

Performance Objective 3: Provide training to selected employees in order to prepare them for advancement

Strategy 1 Details	Reviews			
Strategy 1: Conduct leadership/teacher development meetings/trainings for all faculty- Campus Leadership Team including grade level chairs, Campus Instructional Coaches and teachers. Strategy's Expected Result/Impact: Teacher capacity and leadership increases Staff Responsible for Monitoring: Administrative team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				








Goal 4: High Quality Staff

Performance Objective 4: Survey staff annually on professional development needs

Strategy 1 Details	Reviews			
Strategy 1: Staff will be surveyed annually to seek input for professional development needs. Strategy's Expected Result/Impact: 100% participation of campus needs assessment surveys Staff Responsible for Monitoring: Administrative team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				








Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 1: Ensure efficient and effective use of District resources in order to best support students and staff

Strategy 1 Details	Reviews			
Strategy 1: Staff will submit school dude request to make sure that all facilities, resources and property are well maintained. Periodic checks/walk throughs will be conducted to ensure maintenance. Strategy's Expected Result/Impact: District resources will support students and staff Staff Responsible for Monitoring: Head custodian Administrative team	Formative			Summative
	Sept	Dec	Feb	May
	 20%	 50%	 75%	
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 5: Excellent Operational and Fiscal Support and Responsibility


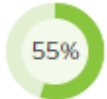





Performance Objective 2: Ensure fiscal soundness in future years and maintain organizational capacity sufficient to support progress towards fulfilling the District mission

Strategy 1 Details	Reviews			
Strategy 1: Evaluate current assets and maintain a Capital Outlay plan to repair and/or replace equipment and resources in a timely manner. Strategy's Expected Result/Impact: Capital Outlay plan and Resource plan is updated and followed through with campus needs. Staff Responsible for Monitoring: Administrative team Campus Instructional Coaches (Instructional resources)	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 3: The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment

Evaluation Data Sources: Capital Outlay plan

Strategy 1 Details	Reviews			
Strategy 1: Evaluate current assets and maintain a Capital Outlay plan to repair and/or replace equipment in a timely manner. Strategy's Expected Result/Impact: Capital Outlay plan is updated and followed through with campus needs. Staff Responsible for Monitoring: Administrative team	Formative			Summative
	Sept	Dec	Feb	May
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Title I - Previous

1.1: Comprehensive Needs Assessment

Our campus staff met on May 2, 2022, to provide input and feedback on our campus improvement plan. Staff members served on one of the four teams: Demographics, Student Achievement, Perceptions, and Processes and Programs. Campus staff reviewed data related to their area from student, parent, staff surveys, attendance data, district assessments, and discipline data. Each team listed strengths and areas of concern. They identified a problem statement and root cause. Based on our Campus Needs Assessment review, our focus areas will be:

1. Increase student attendance campus-wide to 96.5%
2. Increase reading fluency and comprehension
3. Develop social and emotional skills through a daily Strong Start practice
4. Increase comprehension and analysis of math problem solving skills
5. Apply the blended learning model to provide students a foundation in development of 21st century skills

2.1: Campus Improvement Plan developed with appropriate stakeholders

Sam Houston Elementary 2021-2022 CPAC and staff developed the 2022-2023 Campus Improvement Plan.

Demographics	Student Learning	Perceptions	Processes and Programs
<i>M. Cavazos</i>	<i>S. Rendon</i>	<i>H. Nanez</i>	<i>M. Cavazos</i>
I. Gorostieta	A. Galvan	C. Ortega	J. Hall
M. Manuel	Y. Santillano	P. Acosta	Y. Austin

Demographics	Student Learning	Perceptions	Processes and Programs
K. Joseph	S. Newsom	P. Felder	M. Sepulveda
M. Trevino	B. Casasola	T. Walding	L. Gonzalez
V. Juarez	C. Samos	L. Vieyra	V. Defriend
P. Rodriguez	C. Goff	M. Guajardo	K. Mantilla
A. Richmond	N. Yenga	M. Serrano	D. Lozano
V. Alvarez	A. Dean	A. Romero	K. Wagner
E. Mondragon	A. Ailshire	L. Manuel	L. Correa
M. Martinez	M. Guerrero	M. Gomez	S. Randle
G. Lucio	E. Alvarez	V. Tovar	D. Bernosky
N. Cervantes	E. Toliver	R. McCabe	S. Macias

2.2: Regular monitoring and revision

CPAC will meet on **September 26, 2022, December 19, 2022, February 27, 2023, April 3, 2023, and May 22, 2023**, to review, monitor, and revise the CIP.

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

The CIP will be available to parents and community members in the following locations: front office, campus website, and GPISD Administration. The goals of the CIP are available in English and Spanish. A copy of the CIP is available in English and Spanish. Parents were sent information on how to access our campus CIP on-campus newsletter and Blackboard parent email.

2.4: Opportunities for all children to meet State standards

All students will have the opportunity to meet state standards through Tier 1 whole group instruction, small group interventions, tutorials, differentiated instruction, and TEKS-focused high-quality instruction. Various opportunities are provided for all students to be successful, including pull-out and push-in small groups, guided reading and guided math groups, and after-school tutorials. The leadership team makes teacher recommendations regarding additional professional development to ensure quality student instruction is presented. Our teachers have been trained extensively on guided reading, small group instruction, and data-driven instruction. We also provide student tutorials for those identified as at-risk; our interventionist and other trained teachers provide dyslexic services for those identified in need. Our campus instructional coaches provide instructional support to teachers as well as to students throughout the year. Our school counselor provides students emotional support and guidance as needed. We have plans to increase our parent participation and engagement. Our Boys Club, National Elementary Honor Society, Robotics Club, Girls Club, Safety patrol, and Soccer Club also offer great social and academic support to our students who participate.

2.5: Increased learning time and well-rounded education

The master schedule will be created to and that at least the minimum required minutes for all content areas are allotted for each class and subject. Teachers will ensure all lessons are planned and prepared to maximize instructional time. After-school tutorials and Saturday tutorials will be offered to all students. Students will attend Music, Art, PE, and Library to ensure a well-rounded education by developing their other talents. Extra-curricular enrichment activities will be available for students including, but not limited to: boys club, girls club, art club, honor choir, robotics, book club, safety patrol, student council, UIL Elementary Academic Meet, and national elementary honor society.

We utilize our learning schedule with academics and extra-curricular opportunities. We incorporate an uninterrupted 90-minute block for all students; literacy for K-1. Learning time is respected at Sam Houston Elementary, we try our best to restrict all interruptions during instructional time. We believe in the importance of building the "whole" child, not only in academics but also focusing on keeping students emotional, physically, and socially sound.

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

Reading and writing are a focus for our At-risk, SPED, and EL populations. Attendance and mobility are also a concern as it creates instructional gaps. Our homeless numbers have decreased and it is our goal to continue to minimize the effects of this through various supports.

Many of our students are of low socioeconomic means; we are a Title I school. Our students have a variety of needs that make them at-risk learners: Limited English proficient, learning challenges (special education), health concerns, single-parent families, previous retention, and a student mobility rate of 22%. Our school counselor does a wonderful job of reaching out to parents whose children are experiencing difficulties. We recognize that some students will struggle in their academics, so we provide in-class interventions as well as pull-out and

push-in structures of support. We also provide after-school tutorials and Saturday school. We realize students have different strengths/weaknesses and interests, therefore we also offer art, science, music, or a sport to capture our students. We provide these extra-curricular activities as they help build students' confidence. We aim to empower and validate all students but especially those that struggle with learning.

3.1: Annually evaluate the schoolwide plan

The CIP committee meets 4 times a year d

September 1st

December 1st

February 1st

May 4th

The school wide plan is also evaluated

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent Engagement Policy will be distributed during parent/teacher conferences, electronically via email, through our front office, monthly newsletter, and website in **English and Spanish**. The policy will be reviewed and updated throughout the year.

4.2: Offer flexible number of parent involvement meetings

Parent and Family Engagement meetings will be offered throughout the year and include the following:

- List parent meetings for the year

5.1: Determine which students will be served by following local policy

N/A. Not a targeted assistance school.

Title I - Updated

Campus Funding Summary

199-23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,980.00
+/- Difference					\$5,980.00
199-24 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5	Materials for Coffee with the Principal		\$400.00
2	6	1	Instructional materials, parent education materials		\$200.00
Sub-Total					\$600.00
Budgeted Fund Source Amount					\$12,516.00
+/- Difference					\$11,916.00
199 - Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	2	Tutorials - extra duty pay		\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$14,250.00
+/- Difference					\$4,250.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Monthly student incentives		\$400.00
Sub-Total					\$400.00
Budgeted Fund Source Amount					\$79,854.00
+/- Difference					\$79,454.00
000 - Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Capturing Kids Hearts training	HEB	\$5,000.00

000 - Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	STEM Lab Kit		\$3,299.00
Sub-Total					\$8,299.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$1,701.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	2	Tutorials - extra duty pay		\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$24,508.00
+/- Difference					\$14,508.00
Grand Total Budgeted					\$147,108.00
Grand Total Spent					\$29,299.00
+/- Difference					\$117,809.00