Galena Park Independent School District

Sam Houston Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: C

Mission Statement

We are committed to providing our students opportunities for academic excellence through a learner centered environment. We enhance critical thinking and problem solving skills necessary to become lifelong learners and productive citizens.

Vision

Every Child Every Day with Excellence!

Campus Profile

Sam Houston Elementary is one of 15 campuses in Galena Park Independent School District. The doors open 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 neighbhorhood.

Upon opening its doors twelve years ago, 790 students were served by the campus. Sam Houston Elementary currently serves 825 students in grades Pre-Kindergarten to Fifth Grade including Life Skills and a Structured Learning class.

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Comprehensive Needs Assessment

Revised/Approved: June 06, 2019

Demographics

Demographics Summary

In the primary grades (PK-2nd), the campus is organized in self contained classrooms. In the upper grades (3rd-5th), the classes are organized as team teaching, with exceptions where we have two self-contained classes. The team teaching consists of one Language Arts and Social Studies teacher and one Mathematics and Science teacher. Our English Language Learner population is 66.4%, Gifted and Talented is 4.5%, and special education is 5.9%. Our ELL's are serviced through the One-Way Dual Language 50/50 model where instruction is delivered in English and Spanish in Math, Science and Social Studies alternating languges each week. Our Dual Language 50/50 model will be moving into 5th grade in 2019-2020. Our GT students are serviced through the Journeys and Encounters programs where GT instruction is integrated into the curriculum. Special Education students are serviced through Co-teach, In-class support, and Resource.

The current student population is 1.2 % African-American, 5.4% Anglo, 0.4% American Indian, 0.1 % Asian, 92.7% Hispanic. Our econoically disadvantage is 92.5%.

The staff population is 6.1% African-American, 14.6% Anglo, 6.3% Asian, 70.7% Hispanic, 10.4% male and 89.6% female. We have 100% Highly Qualified teachers and paraprofessionals.

The latest TAPR report of 2018 indicated an overall mobility rate for the campus is 14.3%. The 2018-19 average daily attendance rate for students was 96.6%. This was an increase from the 2017-2018.

Demographics Strengths

- Student population is mostly stable with a 14.3% mobility rate
- 100% highly qualified teachers and paraprofessionals; Including a high percentage of bilingual staff
- Successful implementation of our One-Way Dual Language program model to serve our ELL's
- Several student clubs, organizations and after school program opportunities for students
- Technology is readily accessible at all grade levels
- Students have opportunity to attend PE, Music, Art and Computer lab weekly.

- Library is open for all students in the morning and during lunch.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a high percentage of students coming in as English Language Learners and need the support and fidelity of our Dual Language program. **Root Cause**: Students have limited exposure to English language from their homes and therefore need the support through the school.

Problem Statement 2: Parents are in need of parent education in order to help sustain the learning from the school to home. **Root Cause**: Parents do not always feel confident in knowing how to help students at home and need the tools to build their home capacity for their children.

Student Academic Achievement

Student Academic Achievement Summary

Our campus made Met Standard according to the 2019 STAAR Test results. Sam Houston received a letter C.

Our teachers regularly design and administered district common assessments, analyzed resulting student performance data, and implemented specific intervention/remediation based on this data.

Teachers differentiated instruction through guided reading, writing, math and science.

Teachers provided interventions during the school day as well as through after school tutorials.

Our 2019 STAAR results were

ELA/Reading

73% Approaches

38% Meets

17% Masters

Math

83% Approaches

49% Meets

23% Masters

Writing

66% Approaches

50% Meets

15% Masters

Science

69% Approaches

40% Meets

19% Masters

Student Academic Achievement Strengths

- Consistency between student groups
- 59% of test performances indicate “Progress Made”
- 75/99 students with Did Not Meet last year met the “passing” standard (76%)
- 39 new “Mastery” level performances

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our special education students' achievement was lower than other groups in all subject areas. **Root Cause**: Several special education students are not on level for reading and therefore need additional support to build the skills needed to be successful.

Problem Statement 2: There was a limited percentage of student growth in Reading and Math. **Root Cause**: Students need targeted interventions and daily instruction to meet their need for growth.

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. Most 3rd-5th grade classrooms are departmentalized by ELA/SS and Math/Science.

Enrichment classes (Music, PE, Art, and Technology) are offered to students in Kindergarten-5th grades. There are tutorials, clubs and extracurricular activities offered after school for all students. Saturday tutorials are offered to students in 3rd-5th grades as needed for academic growth. Library is open to all students before school and during designated lunch times for students.

We have one counselor and nurse to oversee the health and mental well being of our students and staff. We have four campus instructional coaches that serve as coaches and interventioninsts to support our teachers and students. We have two interventionists that serve our Tier 3 RTI students as well as our dyslexia students. We have a Lead Mentor that meets with all new teachers each month to provide new teachers with support.

All teachers have opportunity to meet once a week for common planning time. Campus Instructional Coaches are there to support and facilitate planning each week.

School Processes & Programs Strengths

Master schedule

Instructional coaching

Academic support offerings- tutorials, interventions

Enrichment offerings

After school opportunities for students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers new to Dual Language will need ongoing ELD training. **Root Cause**: This is the first year the Dual Language program has

reached the 5th grade.

Problem Statement 2: Continue to build teacher capacity due to changes in TEKS as well as continuing to keep up with curriculum expectations. **Root Cause**: Ongoing changes in curriculum, TEKS and resources.

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. Our activities we offer are R.A.M.S. Boys Club, Little Miss Girls Club, Student Council, Honor Society, Soccer, Cheer/Dance, ACE After School program, Announcers Club, Sam Safety Patrol, 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 care about children and do their best to provide a productive and positive learning environment.

Perceptions Strengths

Multiple student opportunities for school involvement: R.A.M.S. Boys Club, Little Miss Girls Club, Student Council, Honor Society, Soccer, Cheer/Dance, ACE After School program, Announcers Club, Sam Safety Patrol and Choir.

Multiple parent involvement events sponsored by the school and PTA.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for students to build good character traits and conflict resolution to grow as productive citizens. **Root Cause**: Students lack the experiences needed to develop good character traits and decision making skills.

Problem Statement 2: We had concerns in the social emotional development with our students. **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 6: We have had an increase in discipline in student conflict, social media and threat assessment.
Root Cause 6: Students need to build coping, conflict resolution and other character building skills.
Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Student attendance declines during specific times such as before and after a holiday.
Root Cause 7: Parents tend to have plans during extended weekends and/or holidays. Therefore, will want to have an early start.
Problem Statement 7 Areas: Demographics

Problem Statement 8: Student attendance declines as the year is settled.
Root Cause 8: Students tend to get sick during the cold months or transportation becomes an issue due to inclement weather.
Problem Statement 8 Areas: Demographics

Problem Statement 9: Student attendance declines during the year.
Root Cause 9: Parents tend to schedule doctor appointments during the school day, sometimes missing whole days of school.
Problem Statement 9 Areas: Demographics

Problem Statement 10: Students need reading practice at home to aide in reading achievement.
Root Cause 10: Parents may not have the resources or knowledge to help children at home with reading.
Problem Statement 10 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals

Revised/Approved: June 07, 2019

Goal 1: Sam Houston Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 1: To promote and implement a school wide character education program (Medal of Honor) where students are taught character traits in order to build their awareness of positive and healthy choices. The lessons and engagement from teachers and staff will increase student awareness and build good character for students. This will continue to build a positive climate for our campus and have students feel safe and be productive.

Evaluation Data Source(s) 1: Character education lesson schedule, number of office referrals, completion of recognition assemblies.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Continue Medal of Honor character education program. Students will receive a lesson on the monthly Character Education trait based on the list from the district. Each month teachers will recognize one student that displays the monthly trait in an assembly. Parents will be invited to attend the assembly.	2.5	Administrative team, Counselor, Teachers	Increase positive school culture for students so that positive character traits are displayed and decrease incidents of bullying and discipline.	25%	55%	80%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Sam Houston Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 2: To promote and continue a school wide behavior management plan. Teachers will teach students campus and classroom expectations and procedures as well as communicate rewards and consequences.

Evaluation Data Source(s) 2: Discipline referrals, teacher notes, class observations

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Review and communicate our school wide behavior management plan to all stakeholders .	2.5, 2.6	Administrative team, counselor, teachers	Increase positive student behavior. Decrease in student discipline referrals.	55%	50%	60%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Sam Houston Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 3: To communicate, review and practice safety protocols with all stakeholders to ensure awareness and knowledge to respond to emergency incidents such as fire drill, lock down, lock out, shelter in place and bad weather drill. All drills will occur each semester. Fire drills will take place each month.

Evaluation Data Source(s) 3: Emergency Management Meeting agendas and minutes.
Completion logs of monthly and semester drills as required by our district showing drills completed successfully.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Review safety protocols to update as needed following drills and/or new information arises. Review safety protocols at the beginning of each semester with staff and students. Review safety protocols with parents and community during parent meetings.		Administrative team, Emergency Management Team, teachers	Staff and students will be knowledgeable and aware of safety protocols.	100%	100%	100%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Sam Houston Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 4: Review and communicate campus wide expectations for all students, faculty and staff so that we have a safe, productive and healthy learning/working environment for students and staff.

Evaluation Data Source(s) 4: Decrease number of incidents

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Review, revise and communicate campus wide procedures, policies and expectations.		Administrative team, Team leaders	All campus procedures, policies and expectations are met.	75%	80%	90%	

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 2: Sam Houston Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and career readiness.

Performance Objective 1: To provide college and career week/activities to expose students to different options for their future college or career plans.

Evaluation Data Source(s) 1: Planning agendas, meeting minutes, activity plans, follow up survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Host College Week to expose students to different educational opportunities.	2.5, 2.6	Administrative team, Counselor	Students are exposed to different educational choices so they become knowledgeable of their school choices in their future.	100%	100%	100%	
2) Host a Career Day for all students to expose them to different career choices in their future.	2.5, 2.6	Administrative team, Counselor	Students are exposed to a variety of career choices for their future.	100%	100%	100%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: Sam Houston Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and career readiness.

Performance Objective 2: Counseling services will be provided to support student social/emotional needs.

Evaluation Data Source(s) 2: Counselor schedule of tasks
Communication logs

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Guidance/Character Education lessons will be provided to all students.	2.5, 2.6	Administrative team, Counselor	Students will gain skills in character education, bullying awareness and citizenship.	75%	75%	90%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: Sam Houston Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and career readiness.

Performance Objective 3: An onsite CIS worker will be assigned to our campus to help the needs of our students in academics, emotional awareness and enrichment so that students grow in a positive productive manner.

Evaluation Data Source(s) 3: Program surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) A CIS counselor will be assigned to our campus to work with our at risk students.	2.4, 2.6	Principal, Counselor	Students will be supported in all areas- academics, emotional and social growth. Fewer discipline referrals. Student achievement.	60%	55%	75%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Sam Houston Elementary will ensure student growth in the tested areas.

Performance Objective 1: We will continue to gain knowledge and expertise in balanced literacy instruction so that it is delivered consistently and effectively across grade levels and students demonstrate growth in the area of Reading and Writing.

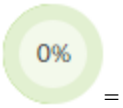
Evaluation Data Source(s) 1: Class observations
District/Campus assessment of Reading levels (K-2nd)
Reading/Writing District Assessments (2nd-5th)
STAAR Reading (3rd-5th) and Writing (4th)
Istation monthly results

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Build a foundation of reading and math 1) Set up PLC and Planning time that allows for effective planning and training in balanced literacy across grade levels. Teachers participate in a book study on "Who is Doing the Learning?" by Jan Burkins and Kim Yaris	2.4, 2.6	Administrative team, CIC's and teachers	Teachers gain knowledge and expertise in balanced literacy as demonstrated through lesson planning and class observations. Delivery of balanced literacy instruction is consistent across grade levels. Increased reading levels as demonstrated on Reading assessments in K-5th Monthly Istation results an increase in Tier 1 students.	25%	15%	80%	
	Funding Sources: 285 - Title IV - 700.00						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Teachers will have opportunity to participate in Reading, Writing, Math and Science professional development throughout the year.	2.4, 2.5, 2.6	Administrative team, CIC team	Teachers will increase their teaching expertise which will lead to an increase in student learning.	45%	40%	80%	

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

= Accomplished = Continue/Modify 

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Goal 3: Sam Houston Elementary will ensure student growth in the tested areas.

Performance Objective 2: Students in all sub-pops will show growth in all academic areas as shown through district and state assessments.

Evaluation Data Source(s) 2: Teacher Class goals achievements.
Student Academic goals achievements
District Assessment data
STAAR Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 1) Student goals will be set at the beginning of the year based on previous' year's data in order to provide students of all sub pops with a focus on learning throughout the year. Specific focus will be on closing the gaps to ensure alignment across the sub pops. Teachers will review goals with students following assessments.	2.4, 2.5, 2.6	Administrative team, CIC's and teachers	Increase levels of achievement in all academic areas as based on district/grade level assessments.	60%	55%	90%	
2) Teacher/Student conferences will be held so that teachers are discussing student goals with students before and following district assessments.	2.4, 2.5, 2.6	Administrative team, CIC's and teachers	Students will show growth in all academic areas.	50%	50%	70%	
TEA Priorities Build a foundation of reading and math 3) Student incentives will be provided to recognize students reaching their goals/showing improvements in district assessments.	2.4, 2.5, 2.6	Administrative team, CIC's and teachers	Students from all sub-pops will achieve their goals and increase their level of achievement showing growth based on district assessment/grade level data.	40%	55%	70%	
	Funding Sources: 199 - Local - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Build a foundation of reading and math 4) Teacher Class goals will be set at the beginning of the year based on previous' year's data in order to provide a focus on instruction throughout the year. Goals will be reviewed following district/grade level assessments to measure achievement with CIC's and/or an administrative team.	2.4, 2.5, 2.6	Administrative team and CIC's	Teacher class goals will show gains in student achievement.	80%	70%	75%	
TEA Priorities Build a foundation of reading and math 5) Tutorials/Interventions will be provided by teachers, Interventionists and CIC's for all students in need.	2.4, 2.5, 2.6	Administrative team, CIC's and teachers	Students levels of competency will increase based on district/grade level assessments.	75%	65%	75%	
	Funding Sources: 199 - Bilingual - 10000.00, 199-24 - SCE - 10000.00						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Teachers will meet weekly to plan differentiated and engaging instruction to meet the needs of students. Teachers will discuss weekly/biweekly student assessment to measure growth. Planning for curriculum, instruction and assessment will be supported by the CIC team.	2.4, 2.5, 2.6	Administrative team, CIC team, teachers	Instruction will include high levels of rigor and engagement. Differentiated instruction will be provided to meet the needs of all students.	85%	75%	85%	

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

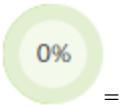
Goal 3: Sam Houston Elementary will ensure student growth in the tested areas.

Performance Objective 3: We will provide an after school program under Harris County ACE to offer at risk student an opportunity for continued academics and enrichment in order to increase student achievement.

Evaluation Data Source(s) 3: ACE survey
Ongoing survey throughout the year to measure student growth.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Build a foundation of reading and math 1) 1) ACE will be conducted under the supervision of Communities in Schools with a site coordinator and staff. 2) Parent meetings will take place on an ongoing basis.	2.4, 2.5, 2.6, 3.1, 3.2	Principal	Student academic progress and achievement. Students have exposure to multiple enrichment opportunities.	85%	85%	95%	

= Accomplished = Continue/Modify 

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Goal 4: Sam Houston Elementary will provide competitions for enrichment.

Performance Objective 1: Students will have opportunities to participate in P.E., Music, Art, Technology and Library classes in order to enhance extracurricular skills and lead to a well rounded education.

Evaluation Data Source(s) 1: Master schedule
Student work from enrichment classes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Integrate enrichment classes within the master schedule.	2.5, 2.6	Adminstrative team	Students are provided time to engage in enrichment activities in P.E., Music, Art, Technology and Library.	100%	100%	100%	
2) Enrichment classes will provide students opportunities to participate in competitions and/or performances that showcase and/or engage their extracurricular skills.	2.5	Administrative team, Enrichment teachers	Students enhance their skills in extracurricular activities as demonstrated through competitions, performances and/or showcases.	75%	70%	85%	

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 5: Sam Houston Elementary will have a 97% or higher staff attendance rate.

Performance Objective 1: Our target is to reach our recommended goal of 97% as measured by our campus Average Daily Attendance report by providing ongoing student attendance incentives to motivate students. Attendance will be reviewed each (week, month, grading period) to determine level of success.

Evaluation Data Source(s) 1: Attendance summaries
ADA Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Student Attendance Incentive Plan Recognize student attendance each nine weeks by posting their names along the main hallway. Hosting an attendance party each nine weeks for students. Students receive perfect attendance ribbons each nine weeks. Students with 100% attendance all year will receive a Sam Houston trophy.	2.6	Administrative team, Teachers	Student attendance maintains a 96.5% or higher as measured through ADA.	50%	50%	50%	
	Funding Sources: 199 - Local - 1500.00						
2) Staff Attendance Incentive Plan Recognize staff attendance each nine weeks by posting their names along the main hallway. Provide a nine weeks' incentive for staff members with 0-1 absences. Staff members receive a "Great/Perfect" Attendance certificate each nine weeks. Staff members with 100% All Year attendance will receive a school jacket/sweater at the end of the year and plaque.	2.4, 2.5	Administrative team	Staff attendance maintains a 97% or higher as measured through daily, weekly and nine weeks ADA.	25%	60%	60%	
	Funding Sources: 199 - Local - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
3) Monitor daily student attendance. Hold parent conferences with parents of students who have high absenteeism. Set up attendance contracts with parents of students with high absenteeism. Teachers make phone calls to parents of students on their 2nd consecutive absence. Meet with students who show attendance improvements and provide incentives for the targeted group.	2.4, 2.6	Administrative team, PEIMS, teachers	Students maintain a 97% or higher attendance rate.	30%	55%	55%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 6: Sam Houston Elementary will provide opportunities for parental/community engagement and business partnership.

Performance Objective 1: We will increase parent engagement attendance at campus events/meetings so that 10% or more of our population is in attendance. This will provide us opportunity to expose our parents to information, resources and community collaboration so that we work together for the success of the students.

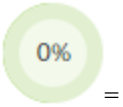
Evaluation Data Source(s) 1: Parent sign in sheets
Parent and Family Engagement Survey
Event/Meeting surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Parent Involvement Incentive Plan Provide incentives, snacks and door prizes at campus events and/or meetings. Host meetings/events at different times (morning and evening).	3.2	Administrative team, Counselor, Teachers	Parent attendance will increase.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
2) Parent Schedule of events/meetings Coffee with the Principal held each nine weeks to educate our parents in different ways they can help support their child at home as well as educate parents on need to know for their child. Topics include: College/Career, STAAR, Academic support, Educational programs at our campus, etc.. PTA meetings held 5 times during the year to include student performances. A Family Academic Night will be held (Reading, Math, Writing and Science activities for families to enjoy). Kindergarten and 5th grade Orientation meeting will be held in September 2019. Open House will take place in September 2019. Other required parent meetings throughout the year.	3.2	Administrative team, Counselor, Teachers	Parent and Family Engagement will increase as demonstrated by sign in sheets and surveys.	35%	45%	55%	
	Funding Sources: 199 - Local - 1000.00						
3) Recruit a group of Parent Volunteers that will regularly volunteer for our campus needs. Communicate parent volunteer expectation of a minimum of 2 hours for the year. Provide Parent Volunteer shirts for all parents who volunteer. Host a Volunteer Appreciation Breakfast at the end of the year to recognize all parent volunteers.	2.6	Counselor	A Parent volunteer group will be established as demonstrated through the Raptor sign in.	60%	55%	55%	
	Funding Sources: 199 - Local - 500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
4) Implement the initial year of Brighter Bites program from the Houston Food Bank. Recruit 20+ volunteers for 16 separate days to assist with the process of the program. Teachers will teach mini lessons related to the Brighter Bites program.	3.1	CIS, Counselor	Families will be engaged in volunteer opportunities and provided education on healthy food choices for their families.	30%	65%	80%	

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Goal 6: Sam Houston Elementary will provide opportunities for parental/community engagement and business partnership.

Performance Objective 2: We will increase parent engagement and knowledge in the area of Reading so that their is a home to school connection for Reading Achievement.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide parents the Reading Connection literature on a monthly basis. The literature will provide parents knowledge on how to help their child with reading at home.	2.4, 2.5, 2.6	Administrative team, counselor	Parents will gain knowledge to support their child's reading level and comprehension. Student Reading Achievement will increase.	100%	100%	100%	
	Problem Statements: Parent and Community Engagement 1 **Funding Sources**: 285 - Title IV - 678.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Students need reading practice at home to aide in reading achievement. **Root Cause 1**: Parents may not have the resources or knowledge to help children at home with reading.

Goal 7: Sam Houston Elementary will ensure high quality staff is employed.

Performance Objective 1: Recruit and retain highly qualified staff as well as build capacity within our campus.

Evaluation Data Source(s) 1: Human Resources records of staff qualifications
Professional Development Plan, sign in and survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Attend job fairs to recruit highly qualified staff.		Administrative team	Recruitment will consist of staff members being highly qualified for the positions they hold.	100%	100%	100%	
2) New Staff/Teachers Plan Provide mentorship to new teachers and new staff members to Sam Houston Elementary. Provide professional development for new teachers to get acquainted with our district and campus goals. Provide mentor/mentee meeting times throughout the year.		Administrative team, Lead mentor	New teachers/staff members are successful in their role on campus. Retention rate remains at 95% or higher for our campus.	25%	55%	70%	
TEA Priorities Recruit, support, retain teachers and principals 3) 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.	2.4, 2.5, 2.6	Administrative team, Leadership team, teachers	Teacher and staff capacity will be increased in different areas. Instructional effectiveness will increase based on class observations and Power Walks.	20%	60%	60%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 4) Continue to retain and recruit bilingual certified teachers.		Principal	We will be 100% highly qualified to service our student population.	55%	60%	80%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 8: Sam Houston Elementary will provide superior operational services to best support students and staff success.

Performance Objective 1: Evaluate current assets and develop a Capital Outlay plan to repair and/or replace equipment in a timely manner.

Evaluation Data Source(s) 1: Capital Outlay Plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) An evaluation of equipment will be conducted each year to determine areas of replacement needs.		Administrative team, Principal secretary, Head custodian	Capital Outlay plan is updated and followed through with campus needs.	25%	60%	75%	
	Funding Sources: 199 - Local - 7000.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 8: Sam Houston Elementary will provide superior operational services to best support students and staff success.

Performance Objective 2: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers

Evaluation Data Source(s) 2: Surveys conducted from internal/external customers

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Customer service expectations reviewed with all faculty and staff.		Administrative team	Positive results from surveys. Excellent customer service is provided for internal and external customers.	100%	100%	100%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 8: Sam Houston Elementary will provide superior operational services to best support students and staff success.

Performance Objective 3: Ensure an efficient and effective use of campus resources in order to best support students and staff.

Evaluation Data Source(s) 3: Budget allocation sheets
Surveys showing the needs of our campus

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Survey our campus to determine areas of need and build our campus budget around those needs.		Administrative team, Principal secretary	Campus resources are utilized in an effective and productive manner.	30%	60%	75%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 9: Sam Houston Elementary will increase the attendance rate from 96.76 to 97.11% or higher student attendance rate, utilizing the $2,962.00 Attendance Incentive Plan allotment.

Performance Objective 1: Increase student attendance percentage from 97% to 97.2% or higher for the 2nd 6 Weeks Period.

Evaluation Data Source(s) 1: Increased student attendance on PEIMS Report.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will be placed on an Attendance Tier system. Tier 1- 97% or higher attendance Tier 2- 94%-96% attendance Tier 3- below 94% attendance Send home a letter to all parents of students who fall into Tier 2/3 for attendance Parent conference with administrators to determine root causes of attendance.	2.4, 2.5, 2.6	Administrative team, Teachers	Students in Tier 2 or Tier 3 Attendance will move up a tier to improve their attendance. Goal is to have all students reach and maintain Tier 1 attendance.	20%	60%	60%	
Attendance contract will be completed and Attendance Plan of Action will be developed with parents. Principal will meet with any students in Tier 2/3 each six weeks for a check in; providing individual incentives when attendance is increased.	**Problem Statements**: Demographics 1, 2, 3						
2) All classes that spell out ATTENDANCE will receive an Attendance Party- "Popping for Great Attendance"	2.4, 2.5, 2.6	Administrative staff, Teachers	Classes will maintain or exceed 97% for the six weeks.	5%	10%	55%	
Classes receive a letter from the word ATTENDANCE each day their class is at 100%.	**Problem Statements**: Demographics 1, 2, 3 **Funding Sources**: 461 - Campus Activity Funds - 100.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
3) Students with a 97% or higher attendance for the 2nd six weeks will receive an invite to Attendance Breakfast with the Principal Students will receive an Attendance certificate 7-7:45 a.m. PK p.m. will have an invite to Attendance Lunch with the Principal during their lunch time Oct. 1-PK-1st Oct. 2-2nd-3rd Oct. 3- 4th-5th	2.4, 2.5, 2.6	Teachers, Administrative team	Students will maintain or increase a 97% attendance for the six weeks.	10%	25%	50%	
	Problem Statements: Demographics 1, 2, 3 **Funding Sources**: 461 - Campus Activity Funds - 100.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance declines during specific times such as before and after a holiday. **Root Cause 1**: Parents tend to have plans during extended weekends and/or holidays. Therefore, will want to have an early start.
Problem Statement 2: Student attendance declines as the year is settled. **Root Cause 2**: Students tend to get sick during the cold months or transportation becomes an issue due to inclement weather.
Problem Statement 3: Student attendance declines during the year. **Root Cause 3**: Parents tend to schedule doctor appointments during the school day, sometimes missing whole days of school.

Goal 9: Sam Houston Elementary will increase the attendance rate from 96.76 to 97.11% or higher student attendance rate, utilizing the $2,962.00 Attendance Incentive Plan allotment.

Performance Objective 2: Increase student attendance percentage to 97.0% or higher for the 3rd 6 Weeks Period.

Evaluation Data Source(s) 2: Increased student attendance on PEIMS Report.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will be placed on an Attendance Tier system. Tier 1- 97% or higher attendance Tier 2- 94%-96% attendance Tier 3- below 94% attendance Send home a letter to all parents of students who fall into Tier 2/3 for attendance Parent conference with administrators.	2.4, 2.5, 2.6	Administrative Team, Teachers	Students in Tier 2 or Tier 3 Attendance will move up a tier to improve their attendance. Goal is to have all students reach and maintain Tier 1 attendance.	5%	25%	50%	
Attendance contract will be completed and Attendance Plan of Action will be developed with parents. Principal will meet with any students in Tier 2/3 each six weeks for a check in; providing individual incentives when attendance is increased.	**Problem Statements**: Demographics 1, 2, 3						
2) All classes that spell out ATTENDANCE will receive an Attendance Party-January Dress Pass week (January 7-10) Passes will be given out on Dec. 20	2.4, 2.5, 2.6	Administrative Team, Teachers	Classes will maintain or exceed 97% for the six weeks.	5%	10%	50%	
Classes receive a letter from the word ATTENDANCE each day their class is at 100%.	**Problem Statements**: Demographics 1, 2, 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
3) Students with a 97% or higher attendance for the 3rd six weeks will receive an invite to Attendance Breakfast with the Principal Students will receive an Attendance certificate 7-7:45 a.m. PK p.m. will have an invite to Attendance Lunch with the Principal during their lunch time Jan. 14-PK-1st Jan. 15- 2nd-3rd Jan. 16- 4th-5th	2.4, 2.5, 2.6	Administrative Team, Teachers	Students will maintain or exceed a 97% attendance for the six weeks.	10%	20%	55%	
	Problem Statements: Demographics 1, 2, 3 **Funding Sources**: 461 - Campus Activity Funds - 100.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance declines during specific times such as before and after a holiday. **Root Cause 1**: Parents tend to have plans during extended weekends and/or holidays. Therefore, will want to have an early start.
Problem Statement 2: Student attendance declines as the year is settled. **Root Cause 2**: Students tend to get sick during the cold months or transportation becomes an issue due to inclement weather.
Problem Statement 3: Student attendance declines during the year. **Root Cause 3**: Parents tend to schedule doctor appointments during the school day, sometimes missing whole days of school.

Goal 9: Sam Houston Elementary will increase the attendance rate from 96.76 to 97.11% or higher student attendance rate, utilizing the $2,962.00 Attendance Incentive Plan allotment.

Performance Objective 3: Increase student attendance percentage to 97.0% or higher for the 4th 6 Weeks Period.

Evaluation Data Source(s) 3: Increased student attendance on PEIMS Report.

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will be placed on an Attendance Tier system. Tier 1- 97% or higher attendance Tier 2- 94%-96% attendance Tier 3- below 94% attendance Send home a letter to all parents of students who fall into Tier 2/3 for attendance Parent conference with administrators. Attendance contract will be completed and Attendance Plan of Action will be developed with parents. Principal will meet with any students in Tier 2/3 each six weeks for a check in; providing individual incentives when attendance is improved.	2.4, 2.5, 2.6	Administrative Team, Teachers	Students in Tier 2 or Tier 3 Attendance will move up a tier to improve their attendance. Goal is to have all students reach and maintain Tier 1 attendance.	10%	5%	65%	
	Problem Statements: Demographics 1, 2, 3						
2) All classes that spell out ATTENDANCE will receive an Attendance Party-Super Sundae Funday! Ice cream with all the trimmings will be served. February 27 Classes receive a letter from the word ATTENDANCE each day their class is at 100%.	2.4, 2.5, 2.6	Administrative Team, Teachers	Students will maintain or exceed a 97% attendance for the six weeks.	10%	15%	60%	
	Problem Statements: Demographics 1, 2, 3 **Funding Sources**: 461 - Campus Activity Funds - 150.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
3) Students with a 97% or higher attendance for the 4th six weeks will receive an invite to Attendance Breakfast with the Principal Students will receive an Attendance certificate 7-7:45 a.m. PK p.m. will have an invite to Attendance Lunch with the Principal during their lunch time Feb. 25-PK-1st Feb. 26- 2nd-3rd Feb. 27- 4th-5th	2.4, 2.5, 2.6	Administrative Team, Teachers	Students will maintain or exceed a 97% attendance for the six weeks.	0%	5%	50%	
	Problem Statements: Demographics 1, 2, 3 **Funding Sources**: 461 - Campus Activity Funds - 100.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Student attendance declines during specific times such as before and after a holiday. **Root Cause 1**: Parents tend to have plans during extended weekends and/or holidays. Therefore, will want to have an early start.
Problem Statement 2: Student attendance declines as the year is settled. **Root Cause 2**: Students tend to get sick during the cold months or transportation becomes an issue due to inclement weather.
Problem Statement 3: Student attendance declines during the year. **Root Cause 3**: Parents tend to schedule doctor appointments during the school day, sometimes missing whole days of school.

Goal 9: Sam Houston Elementary will increase the attendance rate from 96.76 to 97.11% or higher student attendance rate, utilizing the $2,962.00 Attendance Incentive Plan allotment.

Performance Objective 4: Increase student attendance percentage to 97.0% or higher for the 5th 6 Weeks Period.

Evaluation Data Source(s) 4: Increased student attendance on PEIMS Report.

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will be placed on an Attendance Tier system. Tier 1- 97% or higher attendance Tier 2- 94%-96% attendance Tier 3- below 94% attendance Send home a letter to all parents of students who fall into Tier 2/3 for attendance Parent conference with administrators. Attendance contract will be completed and Attendance Plan of Action will be developed with parents. Principal will meet with any students in Tier 2/3 each six weeks for a check in; providing individual incentives when attendance is improved.	2.4, 2.5, 2.6	Administrators, Teachers	Students in Tier 2 or Tier 3 Attendance will move up a tier to improve their attendance. Goal is to have all students reach and maintain Tier 1 attendance.	10%	0%	60%	
	Problem Statements: Demographics 1, 2, 3						
2) All classes that spell out ATTENDANCE will receive an Attendance Party-Nacho Attendance! Nachos will be served. April 16 Classes receive a letter from the word ATTENDANCE each day their class is at 100%.	2.4, 2.5, 2.6	Administrative Team, Teachers	Students will maintain or exceed a 97% attendance for the six weeks.	5%	10%	50%	
	Problem Statements: Demographics 1, 2, 3 **Funding Sources**: 461 - Campus Activity Funds - 200.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
3) Students with a 97% or higher attendance for the 5th six weeks will receive an invite to Attendance Breakfast with the Principal Students will receive an Attendance certificate 7-7:45 a.m.		Administrators, Teachers	Students will maintain or exceed a 97% attendance for the six weeks.	5%	0%	50%	
PK p.m. will have an invite to Attendance Lunch with the Principal during their lunch time Apr. 14-PK-1st Apr. 15- 2nd-3rd Apr. 16- 4th-5th	**Problem Statements**: Demographics 1, 2, 3 **Funding Sources**: 461 - Campus Activity Funds - 100.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Student attendance declines during specific times such as before and after a holiday. **Root Cause 1**: Parents tend to have plans during extended weekends and/or holidays. Therefore, will want to have an early start.
Problem Statement 2: Student attendance declines as the year is settled. **Root Cause 2**: Students tend to get sick during the cold months or transportation becomes an issue due to inclement weather.
Problem Statement 3: Student attendance declines during the year. **Root Cause 3**: Parents tend to schedule doctor appointments during the school day, sometimes missing whole days of school.

Goal 9: Sam Houston Elementary will increase the attendance rate from 96.76 to 97.11% or higher student attendance rate, utilizing the $2,962.00 Attendance Incentive Plan allotment.

Performance Objective 5: Increase student attendance percentage to 97.0% or higher for the 6th 6 Weeks Period.

Evaluation Data Source(s) 5: Increased student attendance on PEIMS Report.

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will be placed on an Attendance Tier system. Tier 1- 97% or higher attendance Tier 2- 94%-96% attendance Tier 3- below 94% attendance Send home a letter to all parents of students who fall into Tier 2/3 for attendance Parent conference with administrators. Attendance contract will be completed and Attendance Plan of Action will be developed with parents. Principal will meet with any students in Tier 2/3 each six weeks for a check in; providing individual incentives when attendance is improved.	2.4, 2.5, 2.6	Administrators, Teachers	Students in Tier 2 or Tier 3 Attendance will move up a tier to improve their attendance. Goal is to have all students reach and maintain Tier 1 attendance.	0%	5%	50%	
	Problem Statements: Demographics 1, 2, 3						
2) All classes will participate in May Spirit Month. A May calendar with fun dress themes will be provided o parents in the Wednesday folder on April 22.	2.4, 2.5, 2.6	Administrators, Teachers	Classes will maintain or exceed 97% attendance.	0%	0%	0%	
	Problem Statements: Demographics 1, 2, 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
3) Students with a 97% or higher attendance for the 6th six weeks will receive an invite to Attendance Lunch with the Principal Students will receive an Attendance certificate 7-7:45 a.m. May 20	2.4, 2.5, 2.6	Administrators, Teachers	Students will maintain or exceed 97% attendance for the 6th six weeks.	0%	0%	0%	
	Problem Statements: Demographics 1, 2, 3 **Funding Sources**: 461 - Campus Activity Funds - 200.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Student attendance declines during specific times such as before and after a holiday. **Root Cause 1**: Parents tend to have plans during extended weekends and/or holidays. Therefore, will want to have an early start.
Problem Statement 2: Student attendance declines as the year is settled. **Root Cause 2**: Students tend to get sick during the cold months or transportation becomes an issue due to inclement weather.
Problem Statement 3: Student attendance declines during the year. **Root Cause 3**: Parents tend to schedule doctor appointments during the school day, sometimes missing whole days of school.

Goal 9: Sam Houston Elementary will increase the attendance rate from 96.76 to 97.11% or higher student attendance rate, utilizing the $2,962.00 Attendance Incentive Plan allotment.

Performance Objective 6: Increase student attendance percentage to 97.1% or higher for End of Year ADA

Evaluation Data Source(s) 6: Increased end of year student attendance on PEIMS Report

Summative Evaluation 6:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Daily Morning Attendance Check: Door tags on door showing a quick a.m. check; green/red; Admin will recognize classes randomly with green door tags Call home to those families not in class. 2) Daily announcements of attendance message 3) Daily update of ADA by grade level and Campus on bulletin board and Data room 4) Parent meetings- Attendance will be a standing agenda item 5) Attendance Committee will meet each six weeks to review data and adjust Attendance plan as needed	2.4, 2.5, 2.6	Administrators	Increase our End of Year cumulative ADA to 97.1%	0%	5%	55%	
	Problem Statements: Demographics 1, 2, 3						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Student attendance declines during specific times such as before and after a holiday. **Root Cause 1**: Parents tend to have plans during extended weekends and/or holidays. Therefore, will want to have an early start.
Problem Statement 2: Student attendance declines as the year is settled. **Root Cause 2**: Students tend to get sick during the cold months or transportation becomes an issue due to inclement weather.
Problem Statement 3: Student attendance declines during the year. **Root Cause 3**: Parents tend to schedule doctor appointments during the school day, sometimes missing whole days of school.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Sam Houston Elementary faculty met on **May 15 and May 22, 2019** to review school data in order to develop our Campus Improvement Plan. Committees were formed to cover each area: Demographics, School Culture & Climate, Technology, Staff Quality, Recruitment and Retention, Parent & Family Engagement, School Context & Organization, Student Achievement and Curriculum, Instruction and Assessment. Committees reviewed data and surveys that related to their area and determined strengths, areas of need, problem statement, strategies to address the problem statements and a summary. The entire CIP was shared and approved with all staff on **June 1**.

Based on our CNA, our focus areas will be:

- Reading across grade levels
- School culture/Character Education

Michelle Cavazos	Principal	mcavazos@galenaparkisd.com	Administrator
Hilda Nanez	Assistant Principal	hnanez@galenaparkisd.com	Administrator
Sandra Rendon	Assistant Principal	srendon@galenaparkisd.com	Business Representative
Ruth Buffington	Community member	rbuffington	Community Representative
Martha Araujo-Barrera	Business Representative	maraujo	Business Representative
Felicitas Rodriguez	PK Teacher	felarodriguez@galenaparkisd.com	Classroom Teacher
Claudia Ortega	Kindergarten Teacher	cortega@galenaparkisd.com	Classroom Teacher
Perla Acosta	1st grade teacher	Pacosta@galenaparkisd.com	Classroom Teacher
Lucero Vieyra	2nd grade teacher	lvieyra@galenaparkisd.com	Classroom Teacher
Patrick Rodriguez	3rd grade Teacher	prodriguez@galenaparkisd.com	Classroom Teacher
Edgar Mondragon	4th grade Teacher	emondragon@galenaparkisd.com	Administrator
Audrey Romero	5th grade Teacher	aromero@galenaparkisd.com	Classroom Teacher
Ebony Toliver	Special Education teacher	etoliver@galenaparkisd.com	Teacher
Veronica Tovar	Librarian	vtovar@galenaparkisd.com	Non-classroom Professional
Patricia Lopez	Curriculum Instructional Coach	plopez@galenaparkisd.com	Non-classroom Professional

Roxanne McCabe	Counselor	rmccabe@galenaparkisd.com	Non-classroom Professional
Johanna Perez	District Instructional Specialist	jperezemmanuelli@galenaparkisd.com	District-level Professional

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed by the Sam Houston Elementary staff and included the CPAC committee.

Michelle Cavazos	Principal	mcavazos@galenaparkisd.com	Administrator
Hilda Nanez	Assistant Principal	hnanez@galenaparkisd.com	Administrator
Sandra Rendon	Assistant Principal	srendon@galenaparkisd.com	Business Representative
Ruth Buffington	Community member	rbuffington	Community Representative
Martha Araujo-Barrera	Business Representative	maraujo	Business Representative
Felicitas Rodriguez	PK Teacher	felarodriguez@galenaparkisd.com	Classroom Teacher
Claudia Ortega	Kindergarten Teacher	cortega@galenaparkisd.com	Classroom Teacher
Perla Acosta	1st grade teacher	Pacosta@galenaparkisd.com	Classroom Teacher
Lucero Vieyra	2nd grade teacher	lvieyra@galenaparkisd.com	Classroom Teacher
Patrick Rodriguez	3rd grade Teacher	prodriguez@galenaparkisd.com	Classroom Teacher
Edgar Mondragon	4th grade Teacher	emondragon@galenaparkisd.com	Administrator
Audrey Romero	5th grade Teacher	aromero@galenaparkisd.com	Classroom Teacher
Ebony Toliver	Special Education teacher	etoliver@galenaparkisd.com	Teacher
Veronica Tovar	Librarian	vtovar@galenaparkisd.com	Non-classroom Professional
Patricia Lopez	Curriculum Instructional Coach	plopez@galenaparkisd.com	Non-classroom Professional
Roxanne McCabe	Counselor	rmccabe@galenaparkisd.com	Non-classroom Professional
Johanna Perez	District Instructional Specialist	jperezemmanuelli@galenaparkisd.com	District-level Professional

2.2: Regular monitoring and revision

The CIP will be monitored at quarterly and discussed at every CPAC meeting. If there are any revisions necessary, the final decisions will go through the CPAC for approval.

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

Parents and community will have access to our Campus Improvement Plan by request or at our front office, website, GPISD Administration. The goals of the CIP are available in English and Spanish.

2.4: Opportunities for all children to meet State standards

Sam Houston Elementary offers tutorials after school for all students. Saturday tutorials are offered to students in 3rd-5th grades as needed for academic growth. Our school context and organization provide opportunity for students to be successful so that state standards are met.

2.5: Increased learning time and well-rounded education

Sam Houston Elementary has a master schedule that maximizes instructional time for all grade levels. All Kindergarten-2nd grade classrooms are self contained. All 3rd-5th grade classrooms are departmentalized by ELA/SS and Math/Science. There are two class exceptions of a 3rd and 4th grade class which are self contained due to student numbers. Enrichment classes (Music, PE, Art, Library and Technology) are offered to students in Kindergarten-5th grades. There are tutorials, clubs and extracurricular activities offered after school for all students. Saturday tutorials are offered to students in 3rd-5th grades as needed for academic growth. Our school context and organization provide opportunity for students to be successful and provided a well rounded education.

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

All student progress is monitored closely. Through RTI and At-Risk identification, student progress is checked throughout the year. Aside from district assessments, teachers utilize ongoing formal and informal assessment to check student progress.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is developed and reviewed during a PTA Meeting by Sam Houston Elementary faculty, staff and parents. It will be distributed during Report Card Parent conferences. It is available in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Parent and Family Engagement Policy meetings will be offered throughout the year at flexible times-

PTA Meetings (after school and one evening meeting in December)

Coffee with the Principal (mornings)

Parent conferences (teacher conference times, before or after school)

ACE Monthly Parent Meetings (after school and evenings)

Parent Nutrition (mornings)

Parent volunteer trainings (scheduled as needed)

2019-2020 CPAC Committee

Committee Role	Name	Position
Administrator	Michelle Cavazos	Principal
Administrator	Hilda Nanez	Assistant Principal
Administrator	Sandra Rendon	Assistant Principal
Classroom Teacher	Karla Flores	Teacher
Classroom Teacher	Kristi Joseph	Teacher
Classroom Teacher	Irasema Gorostieta	Teacher
Non-classroom Professional	Evelyn Alvarez	Teacher
Classroom Teacher	Perla Acosta	Teacher
Non-classroom Professional	Veronica Tovar	Librarian
Community Representative	Ruth Buffington	Community member