

Conroe Independent School District
Houser Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2022-2023 school year, preliminary results for Houser Elementary show the following score in each domain:

- Domain I: Student Achievement (C)
- Domain IIA: Academic Growth (F)
- Domain IIB: Relative Performance (B)
- Domain III: Closing Performance Gaps (B)

Below is a summary of the 2023 STAAR campus results for Houser Elementary:

- 3rd Grade Reading - 81% Approaches, 55% Meets, and 24% Masters
- 3rd Grade Math - 79% Approaches, 41% Meets, and 15% Masters
- 4th Grade Reading - 72% Approaches, 36% Meets, and 8% Masters
- 4th Grade Math - 72% Approaches, 55% Meets, and 29% Masters

2022- 2023 Benchmark Assessment System (BAS) Results during the EOY Assessment Window:

- 36% of 4th grade students are reading at grade level or above
- 65% of 3rd grade students are reading at grade level or above
- 63% of 2nd grade students are reading at grade level or above
- 64% of 1st grade students are reading at grade level or above
- 79% of Kindergarten students are reading at grade level or above

2022- 2023 Sistema de Evaluacion de la Lectura (SEL) Results during the EOY Assessment Window:

- 38% of 4th grade students are reading at grade level or above
- 100% of 3rd grade students are reading at grade level or above
- 80% of 2nd grade students are reading at grade level or above
- 70% of 1st grade students are reading at grade level or above
- 97% of Kindergarten students are reading at grade level or above

Student Achievement Strengths

Houser Elementary continues to push Tier I best practices in the classroom and has developed a robust intervention schedule to fill gaps. Student success has increased across the campus due to these efforts.

The following areas were found to be areas of strength at Houser Elementary:

- 4th Grade Math Progress Measure was 80%.
- 100% of 3rd Grade Bilingual students were reading at or above grade-level based on SEL data.
- 79% of Kindergarten students were reading at or above grade-level at the end of the school year.
- Students in the 'High Focus' and 'Economically Disadvantaged' groups hit the 3-point targets on both Reading and Math STAAR.
- We continue to see an increase in students meeting grade level expectations on both Reading and Math STAAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In the 2022-2023 school year, 69% of Houser Elementary Kindergarten - 4th grade students read on grade level or above according to BAS & SEL data during the EOY testing window. **Root Cause:** Implementation of best practices is not evident in all classrooms, resulting in a lack of student progress.

Problem Statement 2 (Prioritized): On the 2023 STAAR test, Houser Elementary had 55% of 4th grade students score at meets grade level or above; whereas 41% of 3rd grade students scored at meets grade level or above on the math portion. **Root Cause:** A need for mathematical gaps to be in lower grades (K-2) with a focus vertical alignment between grade levels.

Problem Statement 3 (Prioritized): On the 2023 STAAR test, 17% of 3rd & 4th grade African American students scored meets grade level on the Math STAAR test as compared to 40% on the Reading STAAR. **Root Cause:** Intervention was heavily focused on reading last school year. An increase in targeted instruction for math is needed during the 2023-24 school year.

Problem Statement 4 (Prioritized): On the 2023 STAAR test, Houser Elementary had 41% of 4th grade students score at meets grade level or above; and 55% of 3rd grade students scored at meets grade level or above on the reading portion. **Root Cause:** Implementation of lessons plans was not consistent across grade levels. There is a need for more focused common assessments and SCR/ECR (short constructed responses/extended constructed responses) practice.

Problem Statement 5 (Prioritized): 76% of Houser PreK students identified upper and lowercase letters at EOY testing. The district average for this skill was 81%. **Root Cause:** PreK teachers were unable to access campus coach support for data meetings to support instruction including learning centers that are more intentional.

Culture and Climate

Culture and Climate Summary

As a staff, Houser worked together to develop the school's mission and vision statement. Houser's mission is to "Nurture each learner to reach their full potential." We will accomplish our mission through the school vision: "We are committed to building a community of learners who will thrive socially, emotionally, and academically by creating a responsive learning environment where the students' needs are valued, respected, and nurtured." At Houser, we believe that, "together, everyone matters, everyone learns, and everyone grows." We are a true PLC and meet weekly with our teams to plan and disaggregate data. Our administrative team believes in developing meaningful relationships across the campus to support the social-emotional well-being of our teachers and encourage them to achieve more than they imagined possible.

Based on our Occupational Health Inventory (OHI) scores from the 2022-2023 school year, our top 3 strengths are: cohesiveness, morale, and communication adequacy. Our areas of focus are: resource utilization, autonomy, and adaptation. Despite many changes in the last year, Houser continues to strive for excellence in all we do.

Culture and Climate Strengths

Houser Elementary's strengths include:

- Staff members are deeply committed to the school mission, vision, and motto: (Rewritten August 2022)
 - Mission: Nurture each learner to reach their full potential
 - Vision: We are committed to building a community of learners who will thrive socially, emotionally, and academically by creating a responsive learning environment where students' needs are valued, respected, and nurtured
 - Motto: Together: Everyone Matters, Everyone Learns, Everyone Grows
- Well-established routines, procedures and traditions that uphold our campus vision and mission statement
- KIP (Keep It Position) Foundations team is active and meets monthly to problem-solve common issues noted in classroom behaviors and/or procedures
- Dedicated grade level PLCs that plan and problem solve together consistently
- Dedicated weekly planning sessions to promote collaboration and fidelity with implementation of plans
- School-wide clubs (such as choir, garden club, technology, and art) have been established to extend learning opportunities outside of the school curriculum
- Watch D.O.G.S. and family outreach nights continue to grow in size and effectiveness

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Planning and PLC processes are not established at the same level of caliber in each grade level. **Root Cause:** New hires and movement of teachers to different grade levels.

Problem Statement 2 (Prioritized): Continue to provide a safe and secure environment for our students and staff. Portable buildings have created additional safety concerns due to students traveling outside. **Root Cause:** Students participate in motor lab and interventions in the portable each day, causing a need for new protocols.

Problem Statement 3: Houser's overall OHI score fell during the 2022-23 school year. **Root Cause:** The principal was new to the school and new structures for planning, PLC, and walkthroughs were established.

Parent and Community Engagement

Parent and Community Engagement Summary

Houser Elementary is committed to fostering a partnership between the school and home. We continue to see an increase in the number of families attending lunch, after school events, and celebrations. Our goal is to respond to the needs of our community by collaborating with families to increase the overall academic, emotional, and social well-being of our students.

Our campus provides opportunities for parents to be involved through special events such as:

- Grade level music performances
- Holiday parties and celebrations
- Athletic events: Field Day, War Eagle Challenge
- EOY award ceremonies

Yearly events also include academic support for students and parents together such as:

- Family literacy night
- Family math night
- Fall and Spring parent conferences

Our campus has an active PTO that sponsors several family events during the year:

- Breakfast with Santa or Breakfast with the Grinch
- ORHS Homecoming Parade
- Teacher appreciation events
- Monthly spirit nights at restaurants

Regular communication is provided through a weekly school-wide newsletter, grade level and classroom level newsletters, email blasts for reminders and special notices, social media outlets (Facebook and Twitter), and weekly folders with flyers and school-work.

Parent and Community Engagement Strengths

Houser Elementary works hard to communicate weekly with their parents through Parent Newsletters sent out by the administrative team, weekly emails from teachers, and daily communication in grades PreK-1st. Additionally, our PTO membership has increased this school year, and volunteers are assisting in opportunities throughout the school year such as: picture day, Breakfast with Santa, Field Day, and family engagement activities like 'Donuts with Grownups'. Houser has become more active on Facebook, allowing our community to see all the great things taking place on campus. The Houser administrative team sends out regular reminders via School Messenger for upcoming events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Different grade levels and teachers communicate in a variety of ways. **Root Cause:** School-wide expectations for communication processes need to be established for each grade level.

Problem Statement 2 (Prioritized): Parent conferences are inconsistent. **Root Cause:** Additional efforts from the administration team need to be made to update parent information in order to ensure that parents are receiving school information.

Problem Statement 3 (Prioritized): Attendance rates and parental involvement are continuing to trend low. **Root Cause:** Student attendance rate is very low on Monday and Friday; Parents do not have ability to get students to school if they miss bus.

Priority Problem Statements

Problem Statement 1: In the 2022-2023 school year, 69% of Houser Elementary Kindergarten - 4th grade students read on grade level or above according to BAS & SEL data during the EOY testing window.

Root Cause 1: Implementation of best practices is not evident in all classrooms, resulting in a lack of student progress.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: On the 2023 STAAR test, Houser Elementary had 55% of 4th grade students score at meets grade level or above; whereas 41% of 3rd grade students scored at meets grade level or above on the math portion.

Root Cause 2: A need for mathematical gaps to be in lower grades (K-2) with a focus vertical alignment between grade levels.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Planning and PLC processes are not established at the same level of caliber in each grade level.

Root Cause 3: New hires and movement of teachers to different grade levels.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: On the 2023 STAAR test, Houser Elementary had 41% of 4th grade students score at meets grade level or above; and 55% of 3rd grade students scored at meets grade level or above on the reading portion.

Root Cause 4: Implementation of lessons plans was not consistent across grade levels. There is a need for more focused common assessments and SCR/ECR (short constructed responses/extended constructed responses) practice.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: On the 2023 STAAR test, 17% of 3rd & 4th grade African American students scored meets grade level on the Math STAAR test as compared to 40% on the Reading STAAR.

Root Cause 5: Intervention was heavily focused on reading last school year. An increase in targeted instruction for math is needed during the 2023-24 school year.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Attendance rates and parental involvement are continuing to trend low.

Root Cause 6: Student attendance rate is very low on Monday and Friday; Parents do not have ability to get students to school if they miss bus.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Parent conferences are inconsistent.

Root Cause 7: Additional efforts from the administration team need to be made to update parent information in order to ensure that parents are receiving school information.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Different grade levels and teachers communicate in a variety of ways.

Root Cause 8: School-wide expectations for communication processes need to be established for each grade level.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Continue to provide a safe and secure environment for our students and staff. Portable buildings have created additional safety concerns due to students traveling outside.

Root Cause 9: Students participate in motor lab and interventions in the portable each day, causing a need for new protocols.

Problem Statement 9 Areas: Culture and Climate

Problem Statement 10: 76% of Houser PreK students identified upper and lowercase letters at EOY testing. The district average for this skill was 81%.

Root Cause 10: PreK teachers were unable to access campus coach support for data meetings to support instruction including learning centers that are more intentional.

Problem Statement 10 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices


Goals






Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percent of 4th grade students that score at the Meets grade level or above on the 2024 STAAR Reading Assessment from 36% to 43%.

HB3 Goal
Evaluation Data Sources: Exit Tickets, Campus Common Assessments, District Common Formative Assessments, STAAR Interims, Reading STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly planning meetings with the literacy coach and administration to collaborate and develop high quality lessons that target needs of students. Strategy's Expected Result/Impact: Consistency in grade level classrooms with TEKS-aligned instruction Staff Responsible for Monitoring: Administration, Campus Literacy Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4 Funding Sources: Instructional Coach - State Comp Ed - \$9,508.38, Sub Coverage - State Comp Ed - \$1,011, Consultant Services - Title I - \$3,125, Instructional Materials - Title III - \$2,625	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and monitor implementation of guided reading and strategy groups during RLA block. Strategy's Expected Result/Impact: Student reading levels will increase leading to a higher level of comprehension Staff Responsible for Monitoring: Administration, Campus Literacy Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 4 Funding Sources: Instructional Coach - State Comp Ed - \$9,508.38, Instructional Materials - Title I - \$5,000, Tutorials/Planning - Title I - \$6,000	Formative		
	Dec	Mar	June
	 35%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

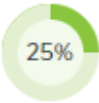
Student Achievement
Problem Statement 4: On the 2023 STAAR test, Houser Elementary had 41% of 4th grade students score at meets grade level or above; and 55% of 3rd grade students scored at meets grade level or above on the reading portion. Root Cause: Implementation of lessons plans was not consistent across grade levels. There is a need for more focused common assessments and SCR/ECR (short constructed responses/extended constructed responses) practice.






Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on the 2024 STAAR Math Assessment from 41% to 47%.

HB3 Goal
Evaluation Data Sources: Exit Tickets, Campus Common Assessments, District Common Formative Assessments, STAAR Interim, Dreambox, Math STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly planning meetings with the math coach and administration to collaborate and develop high quality lessons that target needs of students. Strategy's Expected Result/Impact: Consistency in grade level classrooms with TEKS-aligned instruction Staff Responsible for Monitoring: Campus Administration, Campus Math Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Instructional Coach - State Comp Ed - \$11,567.34, Sub Coverage - State Comp Ed - \$1,011, Dreambox - Title I - \$4,000, Consultant Services - Title I - \$3,125, Instructional Materials - Title III - \$2,625	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and monitor implementation of daily math review, early math assessments, and TEKS-aligned stations during math block. Strategy's Expected Result/Impact: Help students fill instructional gaps through DMR and practice appropriate mathematical discourse Staff Responsible for Monitoring: Campus Administration, Campus Math Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Instructional Coach - State Comp Ed - \$11,567.34, Dreambox - Title I - \$4,000, Instructional Materials - Title I - \$5,000, Tutorials/Planning - Title I - \$6,000	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:






Student Achievement
Problem Statement 2: On the 2023 STAAR test, Houser Elementary had 55% of 4th grade students score at meets grade level or above; whereas 41% of 3rd grade students scored at meets grade level or above on the math portion. Root Cause: A need for mathematical gaps to be in lower grades (K-2) with a focus vertical alignment between grade levels.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the percent of all 3rd and 4th grade African American students that score meets grade level or above on the 2024 STAAR Math Assessment from 17% to 22%.

Evaluation Data Sources: Exit Tickets, Campus Common Assessments, District Common Formative Assessments, STAAR Interim, Dreambox, Math STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement targeted small group intervention in all grade levels. Strategy's Expected Result/Impact: Fill gaps in mathematics at an early age, leading to an increase in STAAR performance Staff Responsible for Monitoring: Administration, Campus Math Coach, Teachers, Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: Instructional Coach - State Comp Ed - \$11,567.34, Instructional Materials for Intervention - State Comp Ed - \$1,010.29, Academic Interventionists - Title I - \$41,740.75	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			






Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: On the 2023 STAAR test, 17% of 3rd & 4th grade African American students scored meets grade level on the Math STAAR test as compared to 40% on the Reading STAAR. Root Cause: Intervention was heavily focused on reading last school year. An increase in targeted instruction for math is needed during the 2023-24 school year.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase the percentage of Prekindergarten students that are proficient at identifying (naming) upper and lowercase letters on the Circle Assessment from 76% to 80%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly team planning to create group lessons and letter identification activities. Strategy's Expected Result/Impact: Targeted instruction to increase letter identification Staff Responsible for Monitoring: Teachers, Administration, District PreK Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5 Funding Sources: Instructional Materials - Title I - \$2,500	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 4 Problem Statements:



Student Achievement
Problem Statement 5: 76% of Houser PreK students identified upper and lowercase letters at EOY testing. The district average for this skill was 81%. Root Cause: PreK teachers were unable to access campus coach support for data meetings to support instruction including learning centers that are more intentional.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Increase percentage of K-2 students reading on and above grade level on the BAS/SEL to 80%.

Evaluation Data Sources: BAS Assessments, Guided Reading Groups

Strategy 1 Details	Formative Reviews		
Strategy 1: Daily guided reading groups and targeted intervention for students performing at approaches and did not meet level at monthly check ins. Strategy's Expected Result/Impact: Grow reading levels and comprehension Staff Responsible for Monitoring: Teachers, Interventionist, Campus Literacy Coach, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Instructional Coach - State Comp Ed - \$9,508.38, Instructional Materials for Intervention - State Comp Ed - \$1,010.29, Campus Interventionists - Title I - \$41,740.75, Classroom Libraries - Title I - \$10,000	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create individual goals for students and implement monthly data meetings to monitor progress of students. Strategy's Expected Result/Impact: Identify students who are not meeting targeted growth; Monitor student progress Staff Responsible for Monitoring: Teachers, Interventionist, Campus Literacy Coach, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Instructional Coach - State Comp Ed - \$9,508.38, Campus Interventionists - Title I - \$41,740.75	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Student Achievement






Problem Statement 1: In the 2022-2023 school year, 69% of Houser Elementary Kindergarten - 4th grade students read on grade level or above according to BAS & SEL data during the EOY testing window. **Root Cause:** Implementation of best practices is not evident in all classrooms, resulting in a lack of student progress.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Campus leadership team will increase their knowledge as instructional leaders through regularly scheduled observation and feedback cycles, implementation of PLC structures, and job-embedded professional development opportunities.

Evaluation Data Sources: OHI, staff surveys, accountability results

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. Strategy's Expected Result/Impact: Better understanding of where improvements are being made and areas of concern. Allows administration to create an action plan for professional development. Staff Responsible for Monitoring: Campus Administration, Campus Coaches Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 1 Funding Sources: Instructional Coaches - State Comp Ed - \$21,075.72	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:






Culture and Climate
Problem Statement 1: Planning and PLC processes are not established at the same level of caliber in each grade level. Root Cause: New hires and movement of teachers to different grade levels.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Monitor financial systems to ensure fiscal responsibility and goal alignment with all campus local, state and federal budgets.

Evaluation Data Sources: Campus Budget, Title I and III Budgets, Intervention Funds Budget and State Compensatory Education Budget

Strategy 1 Details	Formative Reviews		
Strategy 1: Principal meets with secretary weekly to review expenditures, budgets, and documentation. Strategy's Expected Result/Impact: Monitoring of budget to ensure money is managed responsibly and purchases are aligned with campus goals to increase academic success Staff Responsible for Monitoring: Campus Principal, Secretary Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 2, 4	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:



Student Achievement
Problem Statement 2: On the 2023 STAAR test, Houser Elementary had 55% of 4th grade students score at meets grade level or above; whereas 41% of 3rd grade students scored at meets grade level or above on the math portion. Root Cause: A need for mathematical gaps to be in lower grades (K-2) with a focus vertical alignment between grade levels. Problem Statement 4: On the 2023 STAAR test, Houser Elementary had 41% of 4th grade students score at meets grade level or above; and 55% of 3rd grade students scored at meets grade level or above on the reading portion. Root Cause: Implementation of lessons plans was not consistent across grade levels. There is a need for more focused common assessments and SCR/ECR (short constructed responses/extended constructed responses) practice.

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Houser Elementary will recruit, retain, and develop highly-qualified staff to ensure implementation of Tier I best practices in order to increase academic success for all students.

Evaluation Data Sources: HQ reports, staff surveys, T-TESS Evaluations

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend CISD job fairs, and additional jobs fairs. Strategy's Expected Result/Impact: Hire highly qualified teachers and staff to maximize student learning Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Student Achievement 2, 4	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize campus coaches and team leaders to mentor new teachers throughout school year. Strategy's Expected Result/Impact: Develop knowledge and cohesiveness of staff and increase teacher retention Staff Responsible for Monitoring: Campus Administration, Team Leaders, Campus Coaches Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Achievement 1, 2, 4 Funding Sources: Instructional Coaches - State Comp Ed - \$21,075.72	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: In the 2022-2023 school year, 69% of Houser Elementary Kindergarten - 4th grade students read on grade level or above according to BAS & SEL data during the EOY testing window. **Root Cause:** Implementation of best practices is not evident in all classrooms, resulting in a lack of student progress.

Problem Statement 2: On the 2023 STAAR test, Houser Elementary had 55% of 4th grade students score at meets grade level or above; whereas 41% of 3rd grade students scored at meets grade level or above on the math portion. **Root Cause:** A need for mathematical gaps to be in lower grades (K-2) with a focus vertical alignment between grade levels.


Problem Statement 4: On the 2023 STAAR test, Houser Elementary had 41% of 4th grade students score at meets grade level or above; and 55% of 3rd grade students scored at meets grade level or above on the reading portion. **Root Cause:** Implementation of lessons plans was not consistent across grade levels. There is a need for more focused common assessments and SCR/ECR (short constructed responses/extended constructed responses) practice.






Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Evaluation Data Sources: Parent Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize school-wide weekly folders, social media platforms, emails, newsletters, and texts to maximize communication with families and share our story. Strategy's Expected Result/Impact: Maximize communication with families and community through multiple sources Staff Responsible for Monitoring: Campus Administration, Family Engagement Liaison, Teachers Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: PBIS Liaison - Title I - \$27,247.33	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide parent-teacher academic conferences at a minimum of twice per year for the 2023-2024 school year. Strategy's Expected Result/Impact: Increase participation of parents and help them understand specific strengths and gaps in student learning and ways to support student success at school and home Staff Responsible for Monitoring: Campus Administration, Teachers, Counselor, Family Engagement Liaison Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 2	Formative		
	Dec	Mar	June
			
<div><div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>			

Performance Objective 1 Problem Statements:

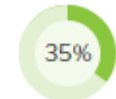
Parent and Community Engagement
Problem Statement 1: Different grade levels and teachers communicate in a variety of ways. Root Cause: School-wide expectations for communication processes need to be established for each grade level.
Problem Statement 2: Parent conferences are inconsistent. Root Cause: Additional efforts from the administration team need to be made to update parent information in order to ensure that parents are receiving school information.






Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Houser Elementary will ensure a safe environment for all staff and students by following all state mandated safety protocols and implementing PBIS structures to maintain a safe and civil culture.

Evaluation Data Sources: MEOP and Drill Schedule, Foundation Team Meetings

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilized PBIS approach for classroom and school-wide expectations, including use of common language, CHAMPS expectations, and levels of misbehavior. Strategy's Expected Result/Impact: School-wide alignment and cohesiveness in behavioral expectations; Maintain low number of office-referrals; Ensure safe and efficient practices Staff Responsible for Monitoring: Campus Administration, PBIS Liaison, Counselor, Foundations Team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 2 Funding Sources: PBIS Liaison - Title I - \$27,247.33	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Review safety procedures and conduct safety drills to ensure the effectiveness of the emergency operating procedures. Strategy's Expected Result/Impact: Review, practice and reflect on safety protocols to find areas of improvement and address them to meet safety standards Staff Responsible for Monitoring: Campus Administration, Nurse Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:






Culture and Climate
Problem Statement 2: Continue to provide a safe and secure environment for our students and staff. Portable buildings have created additional safety concerns due to students traveling outside. Root Cause: Students participate in motor lab and interventions in the portable each day, causing a need for new protocols.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Increase parent engagement in their child's education through volunteer opportunities, academic nights, family social events.

Evaluation Data Sources: Parent Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize campus parent involvement liaison to communicate school events and volunteer opportunities including Watch DOGS. Strategy's Expected Result/Impact: Increased parent participation in school events Staff Responsible for Monitoring: Campus Administration, Counselor, Family Engagement Liaison Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 3 Funding Sources: PBIS Liaison - Title I - \$27,247.33, Family Engagement Activities - Title I - \$9,701.01	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:






Parent and Community Engagement
Problem Statement 3: Attendance rates and parental involvement are continuing to trend low. Root Cause: Student attendance rate is very low on Monday and Friday; Parents do not have ability to get students to school if they miss bus.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Houser Elementary will ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Evaluation Data Sources: Walk Throughs, Teacher Feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase opportunities for students to be engaged in learning via the use of technology by creating a technology rotation during specials time and providing professional development opportunities from district coaches. Strategy's Expected Result/Impact: Increased knowledge of online components and ECR/SCR question types. Staff Responsible for Monitoring: Campus Administration, Librarian, Technology Aide, District Technology Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:



Student Achievement
Problem Statement 4: On the 2023 STAAR test, Houser Elementary had 41% of 4th grade students score at meets grade level or above; and 55% of 3rd grade students scored at meets grade level or above on the reading portion. Root Cause: Implementation of lessons plans was not consistent across grade levels. There is a need for more focused common assessments and SCR/ECR (short constructed responses/extended constructed responses) practice.






Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Provide structured planning, monthly professional development, detailed feedback after walk throughs, and MTSS meetings to maximize student learning.

Evaluation Data Sources: District CFAs, Walk Throughs, T-TESS Observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish yearly walk-through and observation calendar with administrators. Strategy's Expected Result/Impact: Provide effective feedback and observation cycles to increase teacher capacity Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 4	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Observe and provide feedback in the areas of Guided Math and Guided Reading. Strategy's Expected Result/Impact: Increased student performance through effective Tier I instruction Staff Responsible for Monitoring: Administration, Coaches Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: Instructional Coach - State Comp Ed - \$21,075.72	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop a schedule for intervention and hold MTSS meetings to track student progress. Strategy's Expected Result/Impact: Increase student performance and fill academic gaps. Staff Responsible for Monitoring: Administration, Coaches, Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 3 Funding Sources: Instructional Coach - State Comp Ed - \$21,075.72, Campus Interventionists - Title I - \$41,470.75	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: In the 2022-2023 school year, 69% of Houser Elementary Kindergarten - 4th grade students read on grade level or above according to BAS & SEL data during the EOY testing window. Root Cause: Implementation of best practices is not evident in all classrooms, resulting in a lack of student progress.</p> <p>Problem Statement 2: On the 2023 STAAR test, Houser Elementary had 55% of 4th grade students score at meets grade level or above; whereas 41% of 3rd grade students scored at meets grade level or above on the math portion. Root Cause: A need for mathematical gaps to be in lower grades (K-2) with a focus vertical alignment between grade levels.</p> <p>Problem Statement 3: On the 2023 STAAR test, 17% of 3rd & 4th grade African American students scored meets grade level on the Math STAAR test as compared to 40% on the Reading STAAR. Root Cause: Intervention was heavily focused on reading last school year. An increase in targeted instruction for math is needed during the 2023-24 school year.</p> <p>Problem Statement 4: On the 2023 STAAR test, Houser Elementary had 41% of 4th grade students score at meets grade level or above; and 55% of 3rd grade students scored at meets grade level or above on the reading portion. Root Cause: Implementation of lessons plans was not consistent across grade levels. There is a need for more focused common assessments and SCR/ECR (short constructed responses/extended constructed responses) practice.</p>

Title I

1.1: Comprehensive Needs Assessment

Our administrative team, team leaders, and community members conducted an annual needs assessment by analyzing assessment data from STAAR and district assessments.

[Completed October 2023](#)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our administrative and leadership team worked together to develop the CIP. The draft was shared with additional stakeholders, such as staff and community members for revision.

[Completed and shared October 2023](#)

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Houser meets monthly to update BAS/SEL reading data and after each district assessment to track math progress. Additional data meetings for CFAs and campus CAs are scheduled throughout the year to track progress toward campus goals.

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

A copy of the campus improvement will be distributed to parents via the weekly newsletter once presented and approved by the Board. The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support with campus interventionists
- Push In Support
- Intervention time built into each grade level's schedule

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- Guided Reading
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Consultant Services		\$3,125.00
1	1	2	Tutorials/Planning		\$6,000.00
1	1	2	Instructional Materials		\$5,000.00
1	2	1	Dreambox		\$4,000.00
1	2	1	Consultant Services		\$3,125.00
1	2	2	Tutorials/Planning		\$6,000.00
1	2	2	Dreambox		\$4,000.00
1	2	2	Instructional Materials		\$5,000.00
1	3	1	Academic Interventionists		\$41,740.75
1	4	1	Instructional Materials		\$2,500.00
1	5	1	Classroom Libraries		\$10,000.00
1	5	1	Campus Interventionists		\$41,740.75
1	5	2	Campus Interventionists		\$41,740.75
4	1	1	PBIS Liaison		\$27,247.33
4	2	1	PBIS Liaison		\$27,247.33
4	3	1	PBIS Liaison		\$27,247.33
4	3	1	Family Engagement Activities		\$9,701.01
5	2	3	Campus Interventionists		\$41,470.75
Sub-Total					\$306,886.00
Budgeted Fund Source Amount					\$306,886.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$2,625.00
1	2	1	Instructional Materials		\$2,625.00
Sub-Total					\$5,250.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$5,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Sub Coverage		\$1,011.00
1	1	1	Instructional Coach		\$9,508.38
1	1	2	Instructional Coach		\$9,508.38
1	2	1	Instructional Coach		\$11,567.34
1	2	1	Sub Coverage		\$1,011.00
1	2	2	Instructional Coach		\$11,567.34
1	3	1	Instructional Coach		\$11,567.34
1	3	1	Instructional Materials for Intervention		\$1,010.29
1	5	1	Instructional Materials for Intervention		\$1,010.29
1	5	1	Instructional Coach		\$9,508.38
1	5	2	Instructional Coach		\$9,508.38
2	1	1	Instructional Coaches		\$21,075.72
3	1	2	Instructional Coaches		\$21,075.72
5	2	2	Instructional Coach		\$21,075.72
5	2	3	Instructional Coach		\$21,075.72
Sub-Total					\$161,081.00
Budgeted Fund Source Amount					\$161,081.00
+/- Difference					\$0.00
Grand Total Budgeted					\$473,217.00
Grand Total Spent					\$473,217.00
+/- Difference					\$0.00