SAM HOUSTON ELEMENTARY
2019

Targeted Improvement Plan
Leadership Team

- Viviana Harris, Principal
- Theresa Waller, Assistant Principal
- Vanessa Lincoln, Assistant Principal
- Jacqueline Deas, School Counselor
- Tamika Taylor, District Coordinator of School Improvement
- Delic Loyde, Certified Lone Star Governance Coach – TEA approved vendor
- Stacy Zielonka, School Improvement Specialist - Region 6
## Accountability Results

<table>
<thead>
<tr>
<th></th>
<th>Houston Elementary 2018</th>
<th>Houston Elementary 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Rating</td>
<td>54/F</td>
<td>74/C</td>
</tr>
<tr>
<td>Domain 1: Achievement</td>
<td>56</td>
<td>59</td>
</tr>
<tr>
<td>Domain 2-A: Progress</td>
<td>59</td>
<td>75</td>
</tr>
<tr>
<td>Domain 2-B: Relative Performance</td>
<td>57</td>
<td>65</td>
</tr>
<tr>
<td>Domain 3: Closing the Gaps</td>
<td>43</td>
<td>71</td>
</tr>
</tbody>
</table>
# Three Year Trend at Approaches Passing Standard

<table>
<thead>
<tr>
<th></th>
<th>2017 STAAR Results Approaches passing standard only</th>
<th>2018 STAAR Results</th>
<th>2019 STAAR Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>53%</td>
<td>56%</td>
<td>59%</td>
</tr>
<tr>
<td>Math</td>
<td>55%</td>
<td>69%</td>
<td>72%</td>
</tr>
<tr>
<td>Writing</td>
<td>41%</td>
<td>43%</td>
<td>51%</td>
</tr>
</tbody>
</table>

*English and Spanish scores combined – information reported from TEA data table.*
Comprehensive Support Label (re-identified)
2nd year completion

- Houston Elementary is considered a Comprehensive Support campus and is required to submit a 2019 Targeted Improvement Plan.
2019 Targeted Improvement Plan requires board approval

- Plan based on the Effective Schools Framework
- Essential Actions Identified through Needs Assessment
- Milestones to achieve desired outcomes and address barriers - identified for each cycle
- District Commitment on Theory of Action - every cycle
Targeted Improvement Prioritized Focus Areas

Essential Actions

■ 5.1 Objective-driven daily lesson plans with formative assessments.
  - *Teachers will use recurring PLC and planning meetings to collaboratively plan parts of lessons (mapping out the TEKS, objectives, exit tickets, and weekly tracking information) and campus instructional coach and campus administrator will give feedback in meetings to help improve lesson plans.*

■ 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
  - *Teachers will consistently use Positive Behavior Interventions and Supports (PBIS) to effectively address classroom management and behavior issues.*
Support for Houston

- Family Engagement Liaison – year 2
- Positive Behavior Support Liaison – year 3
- Lower than average class size
- Content teacher leaders – trained
- District Coordinator of School Improvement – bimonthly visits
- Data meetings with Assessment Team after every assessment
- C&I continued support with content and instruction
- ESF Diagnostic in the Spring
Thank you.