

Conroe Independent School District

Houser Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Houser Elementary provides a warm and inviting environment where all students are safely and actively engaged academically, emotionally, and socially with the belief that:
Learning Brings Spreading Wings.

Vision

Students will become life-long learners by reaching their fullest potential through collaboration and rigorous, targeted instruction by the dedicated educators at Houser Elementary. Students, staff, parents, and community members will create a nurturing, safe environment that results in children performing at the highest academic and social expectations.

Core Beliefs

Together: Everyone Matters. Everyone Learns. Everyone Grows.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2018-2019 school year, Houser Elementary met all three target areas:

- Domain 1- Student Achievement: 72 (C)
- Domain 2 - Student Progress: 72 (C)
- Domain 3 - Closing Performance Gaps: 71 (C)
- Overall 2019 Accountability: 72 (C)

Below is a summary of the 2019 STAAR campus results for Houser Elementary:

- 3rd Grade Reading - 67% Approaches; 36% Meets and 18% Masters
- 3rd Grade Math - 72% Approaches; 46% Meets and 20% Masters
- 4th Grade Reading - 73% Approaches; 35% Meets and 16% Masters
- 4th Grade Math - 81% Approaches; 46% Meets and 42% Masters
- 4th Grade Writing - 62% Approaches; 26% Meets and 8% Masters

2020 - 2021 Benchmark Assessment System (BAS) Results during the BOY Assessment Window:

- 53% of 4th grade students are reading at grade level or above
- 30% of 3rd grade students are reading at grade level or above
- 41% of 2nd grade students are reading at grade level or above
- 60% of 1st grade students are reading at grade level or above

Student Achievement Strengths

Houser Elementary received the following Distinction Designation on the 2018 - 2019 School Report Card:

- Mathematics

The following areas were also found to be strengths for Houser Elementary based on the 2019 STAAR tests:

- The Academic Growth Score for Math increased from 67 in 2018 to 80 in 2019.

- The Academic Growth Score for Reading increased from 56 in 2018 to 60 in 2019.
- 42% of 4th graders scored at Masters Grade Level in Math
- 31% of all students in 3rd and 4th grade scored at Masters Grade Level in Math

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In the 2020 - 2021 school year, 40% Houser Elementary students read on grade level or above according to the Benchmark Assessment System during the BOY testing window. **Root Cause:** There is a need to build teacher capacity for reaching students that are not reading on grade level and/or well below grade level.

Problem Statement 2 (Prioritized): On the 2019 STAAR test, Houser Elementary had 41% of 3rd and 4th grade students score at Meets Grade Level or Above and 21% on Masters Grade Level on all subjects. **Root Cause:** High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 3 (Prioritized): On the 2019 STAAR test, Houser Elementary had 41% of students score at the Meets Grade Level or Above and 18% at the Masters Grade Level on the reading portion. **Root Cause:** Strategies and tools to increase high level comprehension skills are not implemented across grade levels and classrooms consistently.

Problem Statement 4: On the 2019 STAAR test, Houser Elementary had 26% of students score at the Meets Grade Level or Above and 8% at the Masters Grade Level on the writing portion.

Problem Statement 5: On the 2019 STAAR test, Houser Elementary 62% of 4th grade students scored at Meets Grade Level or Above; whereas, 46% of 3rd grade students scored at Meets Grade Level or Above on the math portion.

Culture and Climate

Culture and Climate Summary

Below is a summary of results from the Marzano High Reliability Schools (HRS) Level 1 Survey from October 2020:

- Students agreed their perception of the school is safe and orderly.
- Parents strongly agreed their perception of the school is safe and orderly.
- Teachers strongly agreed their perception of the school is safe and orderly.
- Students agree that their perception is that accomplishments are celebrated by the school.
- Parents strongly agree their perception is that school accomplishments are recognized.
- Students and parents agreed or strongly agreed their perception is that teachers meet regularly and help make important decisions about the school.
- Teachers strongly agreed their perception of teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Below is a summary of disciplinary data as of 12/1 from the past 5 years:

Year	Total Referrals	SAEs	TAEs
2020	12	109	83
2019	25	109	31
2018	79	109	151
2017	382	207	95
2016	181	208	194

Below is a summary of results from the Organizational Health Instrument from January 2020:

OH Dimensions	2018	2019	Change
Goal Focus	67	79	12
Communication Adequacy	63	77	13
Optimal Power Equalization	46	65	18
Resource Utilization	46	51	5
Cohesiveness	52	50	-1
Morale	59	64	5
Innovativeness	52	70	18
Autonomy	41	66	25
Adaptation	27	43	17

OH Dimensions	2018	2019	Change
Problem Solving Adequacy	30	68	38
Average OH Score	48	63	15

Culture and Climate Strengths

Houser Elementary's strengths include:

- staff members deeply committed to the school mission and vision: Together: Everyone Matters, Everyone Learns, Everyone Grows.
- well-established routines, procedures and traditions that uphold our campus vision and mission statement.
- dedicated grade level PLCs that plan and problem solve together consistently.
- an active PBIS team to analyze procedures and expectations of common areas in the building as well as problem-solve common issues noted in classroom behavior and/or procedures related to the recent COVID mitigation strategies.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Houser Elementary's OHI Score for Cohesiveness dropped during the 2019 - 2020 school year. **Root Cause:** While grade level teams experience stronger cohesion, vertical team and school-wide teaming does not demonstrate the same level of cohesiveness.

Parent and Community Engagement

Parent and Community Engagement Summary

Houser Elementary is committed to fostering a partnership between the school and home. 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, Jingle Bell Jog
- 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 monthly school-wide newsletter (weekly during BOY and other busy times), 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

Parents are welcome partners at Houser Elementary. Parent involvement is encouraged and celebrated on the classroom and school-wide level. Various opportunities are given to allow parents choice on how to become involved based on their families needs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Houser Elementary has dynamic engagement with a limited number of families. **Root Cause:** Families' schedules and various needs are not met through the activities provided by the campus.

Priority Problem Statements

Problem Statement 2: Houser Elementary has dynamic engagement with a limited number of families.

Root Cause 2: Families' schedules and various needs are not met through the activities provided by the campus.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: In the 2020 - 2021 school year, 40% Houser Elementary students read on grade level or above according to the Benchmark Assessment System during the BOY testing window.

Root Cause 3: There is a need to build teacher capacity for reaching students that are not reading on grade level and/or well below grade level.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: On the 2019 STAAR test, Houser Elementary had 41% of 3rd and 4th grade students score at Meets Grade Level or Above and 21% on Masters Grade Level on all subjects.

Root Cause 4: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: On the 2019 STAAR test, Houser Elementary had 41% of students score at the Meets Grade Level or Above and 18% at the Masters Grade Level on the reading portion.

Root Cause 5: Strategies and tools to increase high level comprehension skills are not implemented across grade levels and classrooms consistently.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Houser Elementary's OHI Score for Cohesiveness dropped during the 2019 - 2020 school year.

Root Cause 6: While grade level teams experience stronger cohesion, vertical team and school-wide teaming does not demonstrate the same level of cohesiveness.

Problem Statement 6 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework 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 Released Test Questions
- 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 diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, 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
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- 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
- Highly qualified 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement and Post-Secondary Success:


CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Houser Elementary will increase the number of students reading on grade level or higher to 60%.

Evaluation Data Sources: EOY BAS Levels, mCLASS, STAAR Scores

Summative Evaluation: None

<p>Strategy 1: Focus on implementing small group instruction (guided reading and strategy groups) with fidelity by providing additional teacher training and on-going coaching support.</p> <p>Strategy's Expected Result/Impact: Increased reading levels</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coach, District Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Tutorials - State Comp Ed - \$9,000, Planning and Staff Development - Title I - \$9,000, General Education Teachers for at-risk students - State Comp Ed - \$1,095,223, Coaching Support from Campus Coach - Title I - \$70,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: In the 2020 - 2021 school year, 40% Houser Elementary students read on grade level or above according to the Benchmark Assessment System during the BOY testing window. Root Cause: There is a need to build teacher capacity for reaching students that are not reading on grade level and/or well below grade level.</p>
<p>Problem Statement 2: On the 2019 STAAR test, Houser Elementary had 41% of 3rd and 4th grade students score at Meets Grade Level or Above and 21% on Masters Grade Level on all subjects. Root Cause: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.</p>

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Houser Elementary will increase the number of students scoring at Meets Grade Level to 50% and Masters Grade Level to 25% on all subjects.

Evaluation Data Sources: STAAR scores, DCCs, District Benchmarks

Summative Evaluation: None

<p>Strategy 1: Develop and administer quality common formative assessments after every unit in order to analyze and act on results from students to guide small group instruction, intervention, and/or whole group reteaching opportunities.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on student formative and summative assessments in reading and math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coaches, District Instructional Coaches</p> <p>Title I Schoolwide Elements: 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 Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: Tutorials - Title III - \$3,500, Coaching Support from Campus Coaches - Title I - \$70,000, RtI Intervention - Title I - \$24,740, Tutorials - State Comp Ed - \$9,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: On the 2019 STAAR test, Houser Elementary had 41% of 3rd and 4th grade students score at Meets Grade Level or Above and 21% on Masters Grade Level on all subjects. Root Cause: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.</p>
<p>Problem Statement 3: On the 2019 STAAR test, Houser Elementary had 41% of students score at the Meets Grade Level or Above and 18% at the Masters Grade Level on the reading portion. Root Cause: Strategies and tools to increase high level comprehension skills are not implemented across grade levels and classrooms consistently.</p>

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: Houser Elementary will increase the number of students scoring in reading at the Meets Grade Level to 50% and Masters Grade Level to 25%.

Evaluation Data Sources: STAAR scores, District Benchmarks, EOY BAS Levels, mCLASS

Summative Evaluation: None

<p>Strategy 1: Focus on implementing the Readers' Workshop model including mini-lessons, conferring and small group instruction with fidelity in order to increase the rigor of instruction in comprehension skills and build the stamina of students' independent reading ability with additional teacher training and on-going coaching support.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on district reading benchmarks and BAS levels.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coach, District Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Staff Development Materials - Title I - \$5,000, Instructional Materials - Title III - \$2,000, Tutorials - Title I - \$8,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: In the 2020 - 2021 school year, 40% Houser Elementary students read on grade level or above according to the Benchmark Assessment System during the BOY testing window. Root Cause: There is a need to build teacher capacity for reaching students that are not reading on grade level and/or well below grade level.</p>
<p>Problem Statement 2: On the 2019 STAAR test, Houser Elementary had 41% of 3rd and 4th grade students score at Meets Grade Level or Above and 21% on Masters Grade Level on all subjects. Root Cause: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.</p>
<p>Problem Statement 3: On the 2019 STAAR test, Houser Elementary had 41% of students score at the Meets Grade Level or Above and 18% at the Masters Grade Level on the reading portion. Root Cause: Strategies and tools to increase high level comprehension skills are not implemented across grade levels and classrooms consistently.</p>

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: Meet daily with Campus Secretary to review budgets, resources, and financial records. Strategy's Expected Result/Impact: Accurate financial records along with effective use of campus funds Staff Responsible for Monitoring: Principal, Campus Secretary ESF Levers: Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

<p>Strategy 1: Improve qualifications of teachers by providing effective, high-quality training and staff development.</p> <p>Strategy's Expected Result/Impact: Increased capacity and qualifications of teachers to work with at-risk students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coaches, District Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Coaching Support - Title I</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: In the 2020 - 2021 school year, 40% Houser Elementary students read on grade level or above according to the Benchmark Assessment System during the BOY testing window. Root Cause: There is a need to build teacher capacity for reaching students that are not reading on grade level and/or well below grade level.</p>
<p>Problem Statement 2: On the 2019 STAAR test, Houser Elementary had 41% of 3rd and 4th grade students score at Meets Grade Level or Above and 21% on Masters Grade Level on all subjects. Root Cause: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.</p>
<p>Problem Statement 3: On the 2019 STAAR test, Houser Elementary had 41% of students score at the Meets Grade Level or Above and 18% at the Masters Grade Level on the reading portion. Root Cause: Strategies and tools to increase high level comprehension skills are not implemented across grade levels and classrooms consistently.</p>

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

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.

<p>Strategy 1: Provide and communicate opportunities for families to be engaged in academic and social events.</p> <p>Strategy's Expected Result/Impact: Increased participation from parents and families</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Family Involvement Materials for Academic Events - Title I - \$3,571</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Houser Elementary has dynamic engagement with a limited number of families. Root Cause: Families' schedules and various needs are not met through the activities provided by the campus.

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

<p>Strategy 1: Receive feedback from stakeholders via surveys to address the concerns regarding the safety of the campus through the Marzano High Reliability Schools certification process.</p> <p>Strategy's Expected Result/Impact: Positive feedback regarding a safe and orderly campus</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Team Leaders</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July



No Progress



Accomplished



Continue/Modify



Discontinue





Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Houser Elementary's OHI Score for Cohesiveness dropped during the 2019 - 2020 school year. Root Cause: While grade level teams experience stronger cohesion, vertical team and school-wide teaming does not demonstrate the same level of cohesiveness.</p>

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

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

<p>Strategy 1: Increase student opportunities for students to be engaged in learning via the use of technology by building teacher capacity in technology tools such as Seesaw and Canvas.</p> <p>Strategy's Expected Result/Impact: Increased engagement via technology tools for in person and remote students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, District Technology Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

<p>Strategy 1: Provide regular communication through varied communication sources regarding opportunities for families to be engaged in academic and social events.</p> <p>Strategy's Expected Result/Impact: Increased parent and family participation in school events</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Houser Elementary has dynamic engagement with a limited number of families. Root Cause: Families' schedules and various needs are not met through the activities provided by the campus.</p>

State Compensatory

Personnel for Houser Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	19.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Houser Elementary conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.

Survey data is collected from stakeholders including parents, students, and staff.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Houser Elementary develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.

The campus ensures the CIP is publicly available to parents and the community (English and Spanish).

2.2: Regular monitoring and revision

Houser Elementary will regularly monitor the CIP and revise strategies based on identified needs.

The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.

Grade level PLCs review assessment data as well as campus-level problem solving groups for academic consults and intervention plans.

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

CIPs are available on Conroe ISD website under Accountability. CIPs are available in English and Spanish based on student population.

2.4: Opportunities for all children to meet State standards

Houser Elementary will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.

The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.

Formative and summative assessment data is reviewed regularly to develop action plans and adjust instruction to meet student needs.

Teachers work with students in small group settings on a variety of differentiated strategies to ensure academic growth.

2.5: Increased learning time and well-rounded education

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

Grade level PLCs collaboratively plan to ensure instructional time is maximized and each classroom has a guaranteed and viable curriculum.

Campus-level expectations are in place regarding daily schedules and time allotted for instruction. Interruptions are reduced to ensure maximized time.

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

Houser Elementary will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.

Our campus teams meet regularly as PLCs to review assessment data and develop intervention plans for students.

Teachers work with students in small group settings on a variety of differentiated strategies to ensure academic growth.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Houser Elementary jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.

Parent surveys and parent input are used to help detail the plan.

All communication regarding school events and pertinent school information is released in English and Spanish.

This year, communications, including the Family Engagement Policy, are sent electronically via our school newsletter and/or email.

3.2: Offer flexible number of parent involvement meetings

Houser Elementary offers a variety of family engagement activities which include flexible times and days of the week.

Various options for parent involvement include PTO meetings and events, volunteer opportunities, and ZOOM meeting options.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Tomon	Instructional Coach	Title I	1.00
Heather Baker	Instructional Coach	Title I	1.00
Myrna Agostini	Paraprofessional	Title I	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutorials		\$9,000.00
1	1	1	General Education Teachers for at-risk students		\$1,095,223.00
1	2	1	Tutorials		\$9,000.00
Sub-Total					\$1,113,223.00
Budgeted Fund Source Amount					\$1,113,223.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Planning and Staff Development		\$9,000.00
1	1	1	Coaching Support from Campus Coach		\$70,000.00
1	2	1	Coaching Support from Campus Coaches		\$70,000.00
1	2	1	RtI Intervention		\$24,740.00
1	3	1	Staff Development Materials		\$5,000.00
1	3	1	Tutorials		\$8,000.00
3	1	1	Coaching Support		\$0.00
4	1	1	Family Involvement Materials for Academic Events		\$3,571.00
Sub-Total					\$190,311.00
Budgeted Fund Source Amount					\$190,311.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutorials		\$3,500.00
1	3	1	Instructional Materials		\$2,000.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total	\$1,309,034.00

Addendums