

Conroe Independent School District

Houser Elementary

2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Below is a summary of the 2021 STAAR campus results for Houser Elementary:

- 3rd Grade Reading - % Approaches; % Meets and % Masters
- 3rd Grade Math - % Approaches; 46% Meets and % Masters
- 4th Grade Reading - % Approaches; % Meets and % Masters
- 4th Grade Math - % Approaches; % Meets and % Masters
- 4th Grade Writing - % Approaches; % Meets and % Masters

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

- 66% of 4th grade students are reading at grade level or above
- 31% of 3rd grade students are reading at grade level or above
- 58% of 2nd grade students are reading at grade level or above
- 61% of 1st grade students are reading at grade level or above
- 65% of Kindergarten students are reading at grade level or above

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 showed growth in the following areas from STAAR 2021.

4th Grade STAAR Reading

	2019	2021
Approaches	76%	77%
Meets	38%	50%
Masters	17%	25%

4th Grade STAAR Writing

	2019	2021
Approaches	62%	70%
Meets	26%	33%
Masters	7%	11%

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, 56% Houser Elementary KG - 4th Grade students read on grade level or above according to the Benchmark Assessment System during the EOY 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 2021 STAAR test, Houser Elementary had 42% of 3rd and 4th grade students score at Meets Grade Level or Above and 23% 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 2021 STAAR test, Houser Elementary had 43% of students score at the Meets Grade Level or Above and 23% 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 2021 STAAR test, Houser Elementary had 33% of students score at the Meets Grade Level or Above and 11% at the Masters Grade Level on the writing portion. **Root Cause:** inconsistent instruction on explicit grammar instruction (revising and editing)

Problem Statement 5: On the 2021 STAAR test, Houser Elementary 57% of 4th grade students scored at Meets Grade Level or Above; whereas, 34% of 3rd grade students scored at Meets Grade Level or Above on the math portion. **Root Cause:** lack on in-depth content expertise with modeling and observing components

Problem Statement 6: In 2021, % of Pre-Kindergarten students were able to identify upper case and lower case letters and sounds at the EOY. **Root Cause:** Students need a stronger foundation in phonological awareness with explicit instruction and varied techniques.

Problem Statement 7 (Prioritized): In 2021, % of Kindergarten students were able to ++++++ mClass measure at the EOY. **Root Cause:** Students need a stronger foundation in phonological awareness with explicit instruction and varied techniques.

Problem Statement 8 (Prioritized): In 2021, % of students in 2nd Grade did not meet the grade level standard on the EOY Math Benchmark. **Root Cause:** Teachers need additional assessment tools in order to provide a stronger foundation in counting sets, numeracy and with explicit instruction and varied techniques.

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
Problem Solving Adequacy	30	68	38

OH Dimensions	2018	2019	Change
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: Houser Elementary's OHI Score for Adaptation dropped during the 2020 - 2021 school year. **Root Cause:** changes during the year, lack of cohesive practices

Problem Statement 2: There is a lack of cohesiveness, collaboration, flipped PLC planning **Root Cause:** need more planning days, COVID!!!, ZOOM

Problem Statement 3 (Prioritized): lack of implementation of PBIS structures **Root Cause:** not an updated, comprehensive training in PBIS foundations

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: 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.

Problem Statement 2 (Prioritized): Inconsistent communication sources between teachers and families. varies by grade level **Root Cause:** inconsistent expectations across the building, need for structure to expectations

Problem Statement 3: parent conferences involving academic growth or lack of progress (when is a text okay, when is a phone call needed) **Root Cause:** tools are needed to guide appropriate conversations between school and parents

Priority Problem Statements

Problem Statement 1: In the 2020 - 2021 school year, 56% Houser Elementary KG - 4th Grade students read on grade level or above according to the Benchmark Assessment System during the EOY testing window.

Root Cause 1: 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 1 Areas: Student Achievement

Problem Statement 2: On the 2021 STAAR test, Houser Elementary had 42% of 3rd and 4th grade students score at Meets Grade Level or Above and 23% on Masters Grade Level on all subjects.

Root Cause 2: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: On the 2021 STAAR test, Houser Elementary had 43% of students score at the Meets Grade Level or Above and 23% at the Masters Grade Level on the reading portion.

Root Cause 3: Strategies and tools to increase high level comprehension skills are not implemented across grade levels and classrooms consistently.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: In 2021, % of students in 2nd Grade did not meet the grade level standard on the EOY Math Benchmark.

Root Cause 4: Teachers need additional assessment tools in order to provide a stronger foundation in counting sets, numeracy and with explicit instruction and varied techniques.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: In 2021, % of Kindergarten students were able to ++++++ mClass measure at the EOY.

Root Cause 5: Students need a stronger foundation in phonological awareness with explicit instruction and varied techniques.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: lack of implementation of PBIS structures

Root Cause 6: not an updated, comprehensive training in PBIS foundations

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Inconsistent communication sources between teachers and families. varies by grade level

Root Cause 7: inconsistent expectations across the building, need for structure to expectations

Problem Statement 7 Areas: Parent and Community Engagement

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 3rd grade students that score at the meets grade level or above on STAAR Reading from 36% to 40% .

HB3 Goal

Evaluation Data Sources: STAAR, CFAs, Interim Assessments

Strategy 1 Details
<p>Strategy 1: Implementation of Texas Reading Academy professional development sessions and application to direct classroom instruction impacting first time instruction and small group intervention. support at risk students</p> <p>Problem Statements: Student Achievement 1, 3, 7</p> <p>Funding Sources: Classroom Teachers for At Risk Students - State Comp Ed - \$1,285,334, Instructional Coach - ELA - Title I - \$74,881, Intervention/Learning Loss Instructional Resources - ESSER - \$3,184</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: In the 2020 - 2021 school year, 56% Houser Elementary KG - 4th Grade students read on grade level or above according to the Benchmark Assessment System during the EOY 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 3: On the 2021 STAAR test, Houser Elementary had 43% of students score at the Meets Grade Level or Above and 23% 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> <p>Problem Statement 7: In 2021, % of Kindergarten students were able to ++++++ mClass measure at the EOY. Root Cause: Students need a stronger foundation in phonological awareness with explicit instruction and varied techniques.</p>

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 STAAR Math from 34% to 40% .

HB3 Goal

Evaluation Data Sources: STAAR, CFAs, Interim Assessments

Strategy 1 Details
<p>Strategy 1: implement Early Math Assessments in PK - 2 resulting in understanding where students struggle in math in order to target for growth</p> <p>Strategy's Expected Result/Impact: Demonstrate growth on student formative and summative assessments in math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coaches, District Instructional Coaches, Teacher Leaders</p> <p>Problem Statements: Student Achievement 2, 8</p> <p>Funding Sources: Instructional Coach - Math - Title I - \$78,877</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: On the 2021 STAAR test, Houser Elementary had 42% of 3rd and 4th grade students score at Meets Grade Level or Above and 23% 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 8: In 2021, % of students in 2nd Grade did not meet the grade level standard on the EOY Math Benchmark. Root Cause: Teachers need additional assessment tools in order to provide a stronger foundation in counting sets, numeracy and with explicit instruction and varied techniques.</p>

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: Houser Elementary will increase STAAR results in all subject areas to 50% Meets and 28% Masters

Strategy 1 Details
<p>Strategy 1: Implement a reteach structure following CFA and Early Math Assessment data from district assessments - focusing on how to reteach specific TEKS objectives - resulting in change in planning practices with high yield instructional strategies</p> <p>Funding Sources: After School Tutorials - Title I - \$16,258</p>

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: Houser Elementary will increase the number of students scoring in reading at the Meets Grade Level to 50% and Masters Grade Level to 28%.

Strategy 1 Details
<p>Strategy 1: Increase teacher capacity to address student comprehension skills including calibrating BAS expectations in scoring comprehension section.</p> <p>Funding Sources: Additional Tutoring - State Comp Ed - \$14,834, Additional Tutoring - Title III - \$4,500, Substitutes for Teacher Planning - Title I - \$6,762, Spanish/English Books for Bilingual Students for Guided Reading - ESSER - \$5,147</p>

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: Houser Elementary will increase students scoring from 31% (at BOY) on grade level or above to 60% on grade level or above on Kindergarten mClass assessments.

HB3 Goal

Strategy 1 Details
<p>Strategy 1: Utilize mClass assessment data to identify at-risk students and implement targeted, intensive interventions with research-based intervention programs and strategies.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Academic Interventionist - 2 Years - ESSER - \$144,881, Instructional Aide - Title I - \$25,590, Early Start for PK, KG - 4th - 2 Years - ESSER - \$11,300</p>

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: Monitor financial systems to ensure fiscal responsibility with all campus local, state and federal budgets.

Evaluation Data Sources: Budgets, Audit Reports

Strategy 1 Details
Strategy 1: Principal meets with secretary weekly to review expenditures, budgets, and documentation. Staff Responsible for Monitoring: Principal, Secretary ESF Levers: Lever 1: Strong School Leadership and Planning

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: Campus leadership increases effectiveness in their roles as instructional leaders through regularly scheduled, job-embedded professional development consistent with best practices including feedback.

Targeted or ESF High Priority

Evaluation Data Sources: OHI, staff surveys, accountability results

Strategy 1 Details
<p>Strategy 1: Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>

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: Recruit, retain and develop highly qualified teachers and staff for all students.

Evaluation Data Sources: HQ reports, staff surveys

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.

Strategy 1 Details
<p>Strategy 1: Structured guidance for a variety of forms of communication to include regular communication for parents (seesaw, text, conferences, emails, when to use) help for having hard conversations (academic, behavior)</p> <p>Funding Sources: Parent Engagement Activities - Title I - \$3,175</p>

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: Provide a safe, orderly, nurturing environment conducive to learning and connectivity for all students and staff.

Strategy 1 Details
<p>Strategy 1: Train staff on the foundations of the PBIS approach for our campus including expectations for school-wide procedures, use of common language, and CHAMPS expectations in the classroom.</p> <p>Strategy's Expected Result/Impact: School-wide alignment and cohesiveness in behavioral expectations; Maintain low number of office-referrals; safe and efficient practices</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PBIS Liaison, Teacher Leaders, KIP/Foundations Team</p> <p>Problem Statements: Culture and Climate 3</p>

Performance Objective 2 Problem Statements:

Culture and Climate
<p>Problem Statement 3: lack of implementation of PBIS structures Root Cause: not an updated, comprehensive training in PBIS foundations</p>

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 capacity and engagement in their child's education in the areas of attendance and academic support.

Strategy 1 Details
<p>Strategy 1: Utilize a parent involvement liaison to connect with families whose child's attendance and/or academics are at risk. increase awareness, provide resources, communicate consistently, follow up on intervention plans</p> <p>Strategy's Expected Result/Impact: Increased attendance rate; increased parent participation in school events; increased academic outcomes for at-risk students</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Parent Liaison/Instructional Aide - 2 Years - ESSER - \$58,261</p>

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.

Strategy 1 Details
<p>Strategy 1: Increase opportunities for students to be engaged in learning via the use of technology by building teacher capacity in technology tools such as Seesaw, ZOOM recordings, Dreambox.</p> <p>Funding Sources: Chromebook replacements - ESSER - \$657</p>

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: Teams will use data from assessments before and after instruction to plan for high-yield instructional strategies (first time instruction) and create plans to reteach and monitor effectiveness of strategies used (after assessment)

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.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Teachers for At Risk Students		\$1,285,334.00
1	4	1	Additional Tutoring		\$14,834.00
Sub-Total					\$1,300,168.00
Budgeted Fund Source Amount					\$1,300,168.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach - ELA		\$74,881.00
1	2	1	Instructional Coach - Math		\$78,877.00
1	3	1	After School Tutorials		\$16,258.00
1	4	1	Substitutes for Teacher Planning		\$6,762.00
1	5	1	Instructional Aide		\$25,590.00
4	1	1	Parent Engagement Activities		\$3,175.00
Sub-Total					\$205,543.00
Budgeted Fund Source Amount					\$205,543.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Additional Tutoring		\$4,500.00
Sub-Total					\$4,500.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention/Learning Loss Instructional Resources		\$3,184.00
1	4	1	Spanish/English Books for Bilingual Students for Guided Reading		\$5,147.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Academic Interventionist - 2 Years		\$144,881.00
1	5	1	Early Start for PK, KG - 4th - 2 Years		\$11,300.00
4	3	1	Parent Liaison/Instructional Aide - 2 Years		\$58,261.00
5	1	1	Chromebook replacements		\$657.00
Sub-Total					\$223,430.00
Budgeted Fund Source Amount					\$223,430.00
+/- Difference					\$0.00
Grand Total					\$1,733,641.00