

# **Conroe Independent School District**

## **Houston Elementary**

### **2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2018-2019 school year, Houston Elementary met 2 of the 3 Domains.

Domain 1- Student Achievement: Houston Elementary Score 59

Domain 2- Student Progress: Houston Elementary Score 75

Domain 3- Closing Performance Gaps: Houston Elementary Score 71

These scores resulted in Houston Elementary receiving a 2019 Accountability C rating.

While we are very proud of our student progress and closing performance gaps, we recognize that there is still work to be done. On the 2019 STAAR, the following scores for all grades show the percentage for Meets/Masters:

All Subjects 27%

Reading 24%

Math 35%

A deep analysis shows that Houston Elementary met all five growth targets in both math and reading. Academic growth increase from a scale of 57 in 2018 to a scale score of 75 in 2019. Although a significant amount of growth was made, we will continue to focus on increasing the number of students at the meets or above level in all subject areas.

On the 2020-2021 Third grade BOY Benchmarks for Reading the overall meets percentage was 14% with the English students scoring 2%. On the 4th grade BOY Writing Benchmarks 25% of our students performed at the meets level. This data confirms that our targets should remain on moving students to the meets grade level performance targets.

### Student Achievement Strengths

Sam Houston Elementary prides itself on having a school culture that promotes a challenging and engaging learning environment that encourages students to take initiative for their learning. Our scores reflect emphasis on research-based Conroe ISD instructional best practices. Our successes as a campus are a reflection of the hard-working staff and student population found on our campus. These achievements include the following:

### Domain I: Student Achievement

72% of students in all grade levels were at the approaches grade level for Math.

87% of our white students were at the approaches grade level in Math.

27% of our white students were at the masters level in both math and English Language Arts.

76% of our Hispanic students were at the approaches grade level in Math.

35% of our students were at the meets level in Math.

## **Domain 2: Student Progress**

The most significant accomplishment in terms of student achievement occurred in the area of Student Progress. In 2018, we had a scaled score of 57 in student progress. Implementing new Professional Learning Communities, planning protocols, and positive behavior interventions, allowed the campus to better focus on targeted instruction to meet the needs of our diverse learners. As a result, our academic growth in 2019 was a 75 which removed the Improvement Required status of our campus.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** The overall percentage of students reading at or above the expected level for their grade at the beginning of the year has historically been lower than what would be considered on level. **Root Cause:** There is a lack of individualized reading instruction that is needed to provide students with the skills to move up the literacy continuum.

**Problem Statement 2 (Prioritized):** At Houston, 37% of 3rd and 4th grade student were at the Meets Grade Level based on the 2019-2020 math campus and district assessments. **Root Cause:** Students need more explicit instruction focusing on problem solving situations.

**Problem Statement 3 (Prioritized):** The overall percentage of students in Writing at the meets grade level was 16%. **Root Cause:** Teachers are not providing specific instruction that targets grammar rules and mechanics and allowing students the practice necessary to apply them to a piece of writing.

**Problem Statement 4 (Prioritized):** We only had 33% of English Language Learners meet the TELPAS progress rating. **Root Cause:** Teachers are not implementing K-12 Summit and Seven Steps to a Language Rich Classroom with fidelity which is hindering students from advancing proficiency levels.

# Culture and Climate

## Culture and Climate Summary

At Houston Elementary, recognizing and appreciating cultural differences is a part of the whole child approach, which ensures that each student is healthy, safe, engaged, supported and challenged. All students and personnel are valued members of our unique family, each playing a significant role in our success. Conroe ISD encourages staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue on diversity, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world.

Houston Elementary is committed to the social, emotional, behavioral, and academic success of all students. Houston Elementary students are taught to successfully manage their emotions, behaviors, and make responsible decisions.

In our efforts to improve not only the social and emotional well-being, we are committed to the health and wellness of all of our students. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Houston Elementary follows the measures to mitigate the spread of COVID-19. Houston Elementary is proactive in keeping our campus, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

## Culture and Climate Strengths

All staff at Houston Elementary will undergo Cultural and Diversity Awareness training.

At Houston Elementary, we hire teachers and staff to reflect the cultural and diverse of our student body.

Houston Elementary strives to ensure a safe and orderly environment conducive to learning for all students and staff.

At Houston Elementary, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

At Houston Elementary, social emotional learning functions as an integral part of the total school environment.

Houston Elementary continues to promote Safe Schools through Safe Schools training and utilizes mitigation strategies to keep our school, students, and staff safe.

We engage students, families, and our community as authentic partners in social and emotional development.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Communication does not flow vertically and horizontally using all available outlets. **Root Cause:** Turnover in leadership positions and turnover for teachers has led to communication breakdowns.

**Problem Statement 2 (Prioritized):** Teachers do not feel there is an equitable balance between leadership and themselves. **Root Cause:** There was a lack of structure in

committees that allowed for unbalanced representation for all involved on campus.

# Parent and Community Engagement

## Parent and Community Engagement Summary

The lack of parental involvement among low-income families to participate in the life of the school, as well as attend to the learning of their children at home affects student achievement. At Sam Houston we feel parent involvement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. We are committed to maintaining a good line of communication from school to homes and our goal is to provide ample opportunities for parental involvement throughout the school year.

Therefore, this school year 2020-2021 the following activities/program will be offered to our families:

Programs for students:

- Mentor Programs
- Project Mentor
- Lunch Buddies
- Reading Buddies
- Garden Club
- Adopt-A-Teacher
- Jets Get Fit Program

Programs for our Parents:

- Adult GED and SEL Classes
- Latino Family Literacy Project
- Technology Classes
- Agrilife Nutrition Classes
- Agrilife Mobile Cooking Classes
- Agrilife Walk and Talk Program
- Woodforest Finance Classes
- Parenting Love and Logic Program

## Parent and Community Engagement Strengths

At Houston Elementary, we have a full time Family Engagement Liaison. Through this position, we are able to assist families, through Community resources to address identified needs of students.

Houston Elementary has the Houston Highlights Newsletter that is sent to families every other week in both English and Spanish.

Houston Elementary has expanded communication to include a variety of forums such as live video feeds, recorded videos, Twitter, Facebook, email, texts, school newsletters, marquees, and phone messages.

Conroe ISD provides emergency communications to families in English and Spanish.

Houston Elementary offers adult learning to our families (i.e.. GED, ESL, cooking classes, personal financial literacy, etc.)

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** There is a lack of parental involvement. **Root Cause:** At Houston, 90% of our families are economically disadvantaged and work during the day which does not allow them the opportunity to be involved with their child's education during regular school hours.



# Priority Problem Statements

**Problem Statement 1:** The overall percentage of students in Writing at the meets grade level was 16%.

**Root Cause 1:** Teachers are not providing specific instruction that targets grammar rules and mechanics and allowing students the practice necessary to apply them to a piece of writing.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** We only had 33% of English Language Learners meet the TELPAS progress rating.

**Root Cause 2:** Teachers are not implementing K-12 Summit and Seven Steps to a Language Rich Classroom with fidelity which is hindering students from advancing proficiency levels.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** The overall percentage of students reading at or above the expected level for their grade at the beginning of the year has historically been lower than what would be considered on level.

**Root Cause 3:** There is a lack of individualized reading instruction that is needed to provide students with the skills to move up the literacy continuum.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** At Houston, 37% of 3rd and 4th grade student were at the Meets Grade Level based on the 2019-2020 math campus and district assessments.

**Root Cause 4:** Students need more explicit instruction focusing on problem solving situations.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Communication does not flow vertically and horizontally using all available outlets.

**Root Cause 5:** Turnover in leadership positions and turnover for teachers has led to communication breakdowns.

**Problem Statement 5 Areas:** Culture and Climate

**Problem Statement 6:** Teachers do not feel there is an equitable balance between leadership and themselves.

**Root Cause 6:** There was a lack of structure in committees that allowed for unbalanced representation for all involved on campus.

**Problem Statement 6 Areas:** Culture and Climate

**Problem Statement 7:** There is a lack of parental involvement.

**Root Cause 7:** At Houston, 90% of our families are economically disadvantaged and work during the day which does not allow them the opportunity to be involved with their child's education during regular school hours.

**Problem Statement 7 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## **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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

# 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:** At Houston Elementary, our objective for all students is to have 75% of our students perform at the approaches level, 47% at the meets level, and 25% at the masters level when all subjects are combined. When students take TELPAS our objective is to see 40% of the students increase one or more proficiency levels and we would like to meet targets for all student success indicators set forth by the federal government.

### Targeted or ESF High Priority





**Evaluation Data Sources:** Item analysis and data disaggregation of Benchmark assessments CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

**Summative Evaluation:** None

	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p><b>Strategy 1:</b> Teachers will use recurring Professional Learning Communities (PLCs) and planning meetings to collaboratively plan high quality lessons. In order to improve on the PLC process, the Handbook - Guide to Action for PLC teams will be used in combination with the Tradebooks to support instructional delivery. Campus instructional coaches and campus administrators will provide feedback in meetings and via walkthroughs to help improve instruction.</p> <p>During PLCs, teachers select the standards that need to be tracked formatively on the Formative Assessment Tracking Sheet and use the information gathered to collaborate on further instruction and reteach needs. The Tracking Sheets are submitted to administration for review, further discussion, modeling and/or coaching. Lead4ward Field Guides will be used for instructional support based on data from the tracking sheets.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve instruction, highly TEKS aligned, and ensure more rigorous that student achievement improves</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4</p> <p><b>Funding Sources:</b> Instructional Coaches - Title I - \$154,920, Teachers for At Risk Students - State Comp Ed - \$906,142</p>				

<b>Strategy 2:</b> District and Campus Reading Instructional Coaches will train all teachers and interventionist on ways to support struggling readers. <b>Strategy's Expected Result/Impact:</b> Increase reading levels <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, District Instructional Coaches, Campus Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Materials for Interventions - State Comp Ed - \$3,200	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Utilize Amplify Reading Intervention program for a minimum of 60 minutes per week. <b>Strategy's Expected Result/Impact:</b> Raise student reading levels and comprehension levels. <b>Staff Responsible for Monitoring:</b> Teachers, Coaches, Administrators <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 4:</b> Utilize district and campus math coaches to train, model, and support teachers in implementing guided math with fidelity. <b>Strategy's Expected Result/Impact:</b> Instruction will be differentiated based on students' individual readiness levels. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, District Instructional Coaches, Campus Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> Guided Math Materials - Title I - \$1,052.96	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 5:</b> Utilize Dreambox adaptive learning platform to develop foundational math skills and close mathematical gaps from previous grade levels. <b>Strategy's Expected Result/Impact:</b> Students will develop the number sense and computational skills necessary to correctly solve word problems. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>

<b>Strategy 6:</b> Utilize K-12 Summit with EL students weekly to help gain an understanding of test format and to practice listening and speaking skills online. <b>Strategy's Expected Result/Impact:</b> Students will show progress on the listening, speaking, and reading portion of TELPAS. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 1, 3, 4 <b>Funding Sources:</b> Reading Materials for ELs - Title III - \$3,438	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 7:</b> At-Risk 3rd and 4th grade students will have the opportunity for tutorials, in school and Saturday Camp, in the areas of Writing, Reading and Math. <b>Strategy's Expected Result/Impact:</b> Close the achievement gap for at-risk students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2, 3 <b>Funding Sources:</b> Title I Teacher and Paraprofessional Support - Title I - \$104,413, Materials for Interventions - Title I - \$1,400.04, Tutoring - Title I - \$11,025	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The overall percentage of students reading at or above the expected level for their grade at the beginning of the year has historically been lower than what would be considered on level. <b>Root Cause:</b> There is a lack of individualized reading instruction that is needed to provide students with the skills to move up the literacy continuum.
<b>Problem Statement 2:</b> At Houston, 37% of 3rd and 4th grade student were at the Meets Grade Level based on the 2019-2020 math campus and district assessments. <b>Root Cause:</b> Students need more explicit instruction focusing on problem solving situations.
<b>Problem Statement 3:</b> The overall percentage of students in Writing at the meets grade level was 16%. <b>Root Cause:</b> Teachers are not providing specific instruction that targets grammar rules and mechanics and allowing students the practice necessary to apply them to a piece of writing.
<b>Problem Statement 4:</b> We only had 33% of English Language Learners meet the TELPAS progress rating. <b>Root Cause:</b> Teachers are not implementing K-12 Summit and Seven Steps to a Language Rich Classroom with fidelity which is hindering students from advancing proficiency levels.

**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:** Domain 1 - WRITING - 65% of all students will score Approaches Grade Level Standards on Writing assessment.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** On Demand Writing, District Common Assessments, District Benchmarks, STAAR

**Summative Evaluation:** None

<b>Strategy 1:</b> 100% of writing teachers will be trained in the use of Mentor Sentences. <b>Strategy's Expected Result/Impact:</b> Strengthen the revision and editing portion of the state assessment. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Campus Instructional Coaches, District Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 3, 4	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Instructional Rounds will be implemented during Writer's Workshop instruction for all writing teachers. <b>Strategy's Expected Result/Impact:</b> Highly effective teacher/student conferencing to improve writing knowledge. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 3, 4	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Teachers will incorporate explicit grammar instruction into Writer's Workshop. <b>Strategy's Expected Result/Impact:</b> Students will perform better on the revising and editing portion of STAAR when taking the exam in 4th grade and will show a better understanding of the components of grammatically correct writing. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 3, 4 <b>Funding Sources:</b> Materials for Anchor Charts and Small Group Instruction - Title I - \$537, Kamico Grammar Games - Title I - \$285	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 3:</b> The overall percentage of students in Writing at the meets grade level was 16%. <b>Root Cause:</b> Teachers are not providing specific instruction that targets grammar rules and mechanics and allowing students the practice necessary to apply them to a piece of writing.
<b>Problem Statement 4:</b> We only had 33% of English Language Learners meet the TELPAS progress rating. <b>Root Cause:</b> Teachers are not implementing K-12 Summit and Seven Steps to a Language Rich Classroom with fidelity which is hindering students from advancing proficiency levels.



**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:** At Houston, 74% of students will be reading on grade level in their dominant language when measured with the BAS assessment at the end of the year.

**Targeted or ESF High Priority****HB3 Goal**

**Evaluation Data Sources:** BAS, MClass

**Summative Evaluation:** None

<b>Strategy 1:</b> Increase the number of fiction and nonfiction books for classroom teacher libraries - both in English and Spanish. <b>Strategy's Expected Result/Impact:</b> More student choice when book shopping which will support the development of lifelong readers. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Books for Bilingual Classroom Libraries - Title III - \$3,562, Reading Strategies in Spanish - Title III - \$500, Supplies for Anchor Stations - Title I - \$1,093, Capstone eBooks - Title I - \$9,998, Raz-Kids.com - Title I - \$1,837, Scholastic News 3 grade - Title I - \$373, Sora - Title I - \$1,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Use Fountas and Pinnell Guided Reading resources to have instructionally sound guided reading plans that will help teachers target individualized student gaps. <b>Strategy's Expected Result/Impact:</b> Grow struggling readers and increase reading levels. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 1, 4 <b>Funding Sources:</b> Guided Reading Books - Title I - \$4,142	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> The overall percentage of students reading at or above the expected level for their grade at the beginning of the year has historically been lower than what would be considered on level. <b>Root Cause:</b> There is a lack of individualized reading instruction that is needed to provide students with the skills to move up the literacy

continuum.

**Problem Statement 4:** We only had 33% of English Language Learners meet the TELPAS progress rating. **Root Cause:** Teachers are not implementing K-12 Summit and Seven Steps to a Language Rich Classroom with fidelity which is hindering students from advancing proficiency levels.

**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.

<b>Strategy 1:</b> At Houston Elementary, we will evaluate educational priorities that are based on students academic need and provide resources within each budget needed to ensure the most effective instruction in the classroom. We will inventory materials and provide staff development opportunities that align with standards-based instruction.  <b>Strategy's Expected Result/Impact:</b> Documentation of purchases and orders. <b>Staff Responsible for Monitoring:</b> Principal, Administrative Assistant <b>TEA Priorities:</b> Improve low-performing schools	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**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.**

<b>Strategy 1:</b> We will recruit highly qualified candidates for teaching positions by attending University and CISD job fairs. In order to retain highly qualified staff, we will ensure a measure of training and campus support for teachers that will encompass CISD Best Practices, social/emotional support system, and campus mentors. <b>Strategy's Expected Result/Impact:</b> Teachers' feeling support and provided with the necessary instructional tools. Teacher Mentors New Teacher Monthly Meetings <b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coaches <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Culture and Climate 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Complete a staff personality assessment and assign partners based on personality traits and provide more direct individualized support based on their specific needs. <b>Strategy's Expected Result/Impact:</b> Teachers feel more supported. <b>Staff Responsible for Monitoring:</b> Teachers, Coaches, Administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Comprehensive Support Strategy</b>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





**Performance Objective 1 Problem Statements:**

Culture and Climate
<b>Problem Statement 1:</b> Communication does not flow vertically and horizontally using all available outlets. <b>Root Cause:</b> Turnover in leadership positions and turnover for teachers has led to communication breakdowns.

**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.

<b>Strategy 1:</b> Provide opportunities for families to participate in shared decision making to empower families. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal, Community in Service Liaison, Counselor, AP's <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Provide timely communications, in a language parents can understand, about campus initiatives, programs, meetings, and activities through a variety of media sources. <b>Strategy's Expected Result/Impact:</b> More parental support bridging the gap between home and school. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselor, CIS <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Campus partnerships with community organizations that include book buddies, mentors, a variety of classes for families to help their students grow. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal and Counselor <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 4:</b> Offer parent programs that provide tools and strategies for families so that they are able to better support their students at home. These include Adult GED, ESL classes, Latino Family Literacy Project, Technology classes, Agrilife Nutrition Classes, Woodforest Finance Classes, Parenting Love and Logic <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, CIS <b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> - Title I - \$3,236	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





## Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The overall percentage of students reading at or above the expected level for their grade at the beginning of the year has historically been lower than what would be considered on level. <b>Root Cause:</b> There is a lack of individualized reading instruction that is needed to provide students with the skills to move up the literacy continuum.
Culture and Climate
<b>Problem Statement 1:</b> Communication does not flow vertically and horizontally using all available outlets. <b>Root Cause:</b> Turnover in leadership positions and turnover for teachers has led to communication breakdowns.
Parent and Community Engagement
<b>Problem Statement 1:</b> There is a lack of parental involvement. <b>Root Cause:</b> At Houston, 90% of our families are economically disadvantaged and work during the day which does not allow them the opportunity to be involved with their child's education during regular school hours.

**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.

<b>Strategy 1:</b> All Houston Elementary teachers and staff will complete the Safe Schools courses. Through the Foundations team, we have worked at creating and implementing our campus routines and expectations. This school year, we have also implemented the CDC guideline procedures for COVID 19 as stated in the CISD Road to Reopening document. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Celebrate student success through weekly assemblies and student Jet Way Award.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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.

<b>Strategy 1:</b> Relate technology staff development to specific instructional objectives. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Technology Liaison	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Provide staff development on integration of technology across the curriculum. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Technology Liaison	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Increase student opportunities for utilizing technology across the curriculum areas. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Technology Liaison	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				







**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.

<b>Strategy 1:</b> To maximize two-way communication among our staff and community, we have promoted partnerships with local community entities such as Lone Star Health, churches and local business. Our partnerships have allowed us to help our students and our families with necessities such as clothing, school supplies, and food. We communicate with parents and the community about school initiatives, school events and Title I Nights. <b>Strategy's Expected Result/Impact:</b> Effective communication between school and home. <b>Staff Responsible for Monitoring:</b> Principal <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

Culture and Climate
<b>Problem Statement 1:</b> Communication does not flow vertically and horizontally using all available outlets. <b>Root Cause:</b> Turnover in leadership positions and turnover for teachers has led to communication breakdowns.

**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 2:** To ensure that every teacher participates equitably in the decision making process.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Sign in sheets, meeting minutes, teacher feedback and surveys

**Summative Evaluation:** None

<b>Strategy 1:</b> To develop three decision making committee that focus on school safety, climate and culture, and academic achievement. Each teacher will be on one of the three committees and will be responsible for campus decision making in each focus area. <b>Strategy's Expected Result/Impact:</b> For teacher to have a voice in the decision making process. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Culture and Climate 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

Culture and Climate
<b>Problem Statement 2:</b> Teachers do not feel there is an equitable balance between leadership and themselves. <b>Root Cause:</b> There was a lack of structure in committees that allowed for unbalanced representation for all involved on campus.

# State Compensatory

## Personnel for Houston Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	13.00

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

- For the 2020-2021 school year, our Comprehensive Needs Assessment was conducted by the Foundations Team and the ESF parent, and student surveys.
- Student Data including RTI, Reading Levels, Benchmarks, DCCs and discipline referrals

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

- Principal
- Assistant Principals
- Instructional Coaches
- Counselor
- Positive Behavior Support Liaison
- Family Engagement Liaison
- Parent
- Foundations Team (Teachers)

### **2.2: Regular monitoring and revision**

- Professional Learning Community (PLC)
- RTI Meetings
- T-TESS Walk Throughs
- Data Meetings
- Foundation Meetings
- Team Leader Meetings

### **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.

We send all communication in English and Spanish.

### **2.4: Opportunities for all children to meet State standards**

- Small group instruction
- RTI Interventions
- In School Tutoring
- Saturday CAMP
- Highly Qualified Teachers
- Goal Setting

## **2.5: Increased learning time and well-rounded education**

- Push in intervention groups
- Instructional paraprofessionals administrative duties minimized
- PLCs
- Data Meetings

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

- Small group instruction
- In school tutoring
- Saturday CAMP
- Highly Qualified Teachers

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

Bi-Weekly Newsletter

Parent Conferences

Home visits with Counselor and Family Engagement Liaison

## **3.2: Offer flexible number of parent involvement meetings**

Houston Elementary Parent Programs

- Title I- Parent Information Night Goal Setting
- Title I- Math Night
- Title I- Reading Night
- Adult GED and SEL Classes
- Latino Family Literacy Project
- Technology Classes
- Agrilife Nutrition Classes
- Agrilife Mobile Cooking Classes

- Agrilife Walk and Talk Program
- Woodforest Finance Classes
- Parenting Love and Logic Program

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hayley Rasco	Instructional Coach	Title I	1.00
Julia Young	Title I Teacher	Title I	1.00
LaShonda Irvin	Paraprofessional	Title I	1.00
Rochelle Lugo	Instructional Coach	Title I	1.00

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teachers for At Risk Students		\$906,142.00
1	1	2	Materials for Interventions		\$3,200.00
Sub-Total					\$909,342.00
Budgeted Fund Source Amount					\$909,342.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches		\$154,920.00
1	1	4	Guided Math Materials		\$1,052.96
1	1	7	Title I Teacher and Paraprofessional Support		\$104,413.00
1	1	7	Materials for Interventions		\$1,400.04
1	1	7	Tutoring		\$11,025.00
1	2	3	Materials for Anchor Charts and Small Group Instruction		\$537.00
1	2	3	Kamico Grammar Games		\$285.00
1	3	1	Supplies for Anchor Stations		\$1,093.00
1	3	1	Capstone eBooks		\$9,998.00
1	3	1	Raz-Kids.com		\$1,837.00
1	3	1	Scholastic News 3 grade		\$373.00
1	3	1	Sora		\$1,000.00
1	3	2	Guided Reading Books		\$4,142.00
4	1	4			\$3,236.00
Sub-Total					\$295,312.00
Budgeted Fund Source Amount					\$295,312.00
+/- Difference					\$0.00



Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Reading Materials for ELs		\$3,438.00
1	3	1	Books for Bilingual Classroom Libraries		\$3,562.00
1	3	1	Reading Strategies in Spanish		\$500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
Grand Total					\$1,212,154.00

# Addendums