

**Conroe Independent School District**  
**Houser Elementary**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Below is a summary of the 2022 STAAR campus results for Houser Elementary:

- 3rd Grade Reading - 72% Approaches; 42% Meets and 23% Masters
- 3rd Grade Math - 64% Approaches; 26% Meets and 10% Masters
- 4th Grade Reading - 70% Approaches; 40% Meets and 16% Masters
- 4th Grade Math - 70% Approaches; 52% Meets and 26% Masters

2021- 2022 Benchmark Assessment System (BAS) Results during the EOY Assessment Window:

- 31% of 4th grade students are reading at grade level or above
- 49% of 3rd grade students are reading at grade level or above
- 70% of 2nd grade students are reading at grade level or above
- 57% of 1st grade students are reading at grade level or above
- 65% of Kindergarten students are reading at grade level or above

For the 2021-2022 school year, Houser Elementary received the following rating:

- Domain 1- Student Achievement: C
- Domain 2 - Student Progress: B
- Domain 3 - Closing Performance Gaps: B
- Overall 2022 Accountability: B

### Student Achievement Strengths

Houser Elementary showed growth in the following areas from STAAR 2021.

4th Grade STAAR Reading

	2021	2022
Approaches	77%	70%
Meets	50%	40%
Masters	25%	21%

## 4th Grade STAAR Math

	2021	2022
Approaches	43%	70%
Meets	24%	52%
Masters	19%	26%

Houser Elementary received the following Distinction Designation on the 2021- 2022 School Report Card:

- Mathematics

The following areas were also found to be areas of strength:

- 4th Grade Math Progress Measure (83.3%)
- 2nd Grade end-of-year percent of students at or above grade-level on their BAS Reading Level (70%).

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** In the 2021-2022 school year, 53% of Houser Elementary Kindergarten - 4th grade students read on grade level or above according to the Benchmark Assessment System (BAS) during the EOY testing window. **Root Cause:** Students are moving to next grade with large gaps in their learning. Although teachers see the learning gaps, implementation of best practices is not evident in all classrooms, resulting in a lack of student progress.

**Problem Statement 2 (Prioritized):** On the 2022 STAAR test, Houser Elementary had 52% of 4th grade students score at meets grade level or above; whereas 35% of 3rd grade students scored at meets grade level or above on the math portion. **Root Cause:** Lack of implementation of Tier 1 best practices and CISD Solves model in classrooms. Need for more vertical alignment in math curriculum.

**Problem Statement 3 (Prioritized):** In 2022, 54% of Kindergarten - 2nd grade students scored on or above benchmark in foundational skills on EOY literacy assessments (mClass). **Root Cause:** Heggerty and Units of Study Phonics is not being utilized effectively on a daily basis in the classroom. Teachers lack sufficient training on how to implement curriculum.

**Problem Statement 4 (Prioritized):** In 2022, students in 3rd and 4th grade bilingual classes testing in Spanish had 13% of students meet grade level standards on Reading STAAR and 13% of students master grade level standards on Reading STAAR. **Root Cause:** Teachers need a deeper understanding and training on the CISD 1-way Bilingual Model.

**Problem Statement 5 (Prioritized):** In 2022, 74% of Pre-Kindergarten students were able to identify uppercase and lowercase letters and 84% were able to identify upper and lowercase sounds at EOY.

**Problem Statement 6:** On the 2022 STAAR test, Houser Elementary has 42% of 3rd and 4th grade students score at meets grade level or above and 19% at masters grade level for all subjects.

**Problem Statement 7:** On the 2022 STAAR test, Houser Elementary has 42% of students score at meets grade level or above and 21% at masters level on the reading portion.

**Problem Statement 8:** In 2022, 79% of Pre-Kindergarten students were proficient at counting sets on the CIRCLE Assessment.

**Problem Statement 9:** On the 2022 STAAR test, Houser Elementary had 41% of 4th grade students score at meets grade level or above; and 42% of 3rd grade students scored at meets grade level or above on the reading portion.

# Culture and Climate

## Culture and Climate Summary

Below is a summary of disciplinary data as of May 2022 from the past 5 years:

Year	Total Referrals	SAEs	TAEs
2021	211	162	110
2020	12	109	83
2019	25	109	31
2018	79	109	151
2017	382	207	95

Below is a summary of results from the Organizational Health Instrument from January 2021:

OH Dimensions	2020	2021	Change
Goal Focus	64	45	-19
Communication Adequacy	87	79	-8
Optimal Power Equalization	66	57	-9
Resource Utilization	71	55	-16
Cohesiveness	67	55	-12
Morale	75	49	-25
Innovativeness	59	61	2
Autonomy	62	53	-9
Adaptation	53	51	-3
Problem Solving Adequacy	66	62	-4
<b>Average OH Score</b>	<b>67</b>	<b>57</b>	<b>-10</b>

## Culture and Climate Strengths

Houser Elementary's strengths include:

- staff members deeply committed to the school mission, vision, and motto: (Rewritten August 2022)
  - Mission: Nurture each learner to reach their full potential.
  - Vision: We are committed to building a community of learners who will thrive socially, emotionally, and academically by creating a responsive learning environment where students' needs are valued, respected, and nurtured.
  - Motto: Together: Everyone Matters, Everyone Learns, Everyone Grows.
- well-established routines, procedures and traditions that uphold our campus vision and mission statement.
- KIP (Keep It Position) Foundations team is active and meets month to problem-solve common issues noted in classroom behavior and/or procedures.
- dedicated grade level PLCs that plan and problem solve together consistently.
- Dedicated weekly planning sessions to promote collaboration and fidelity with implementation of plans.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1:** Houser Elementary's overall OHI Score dropped 10 points during the 2021 - 2022 school year. **Root Cause:** ELA coach was moved to Interim AP; AP was moved to Virtual Principal for the Fall Semester; New Principal took over in Jan 2022.

**Problem Statement 2 (Prioritized):** PLC processes are not established at the same level of caliber in each grade-level. **Root Cause:** Some grades have been planning after school without coach or administrative support; Some grade levels are newly created due to resignations in the 2021-2022 school year.

**Problem Statement 3 (Prioritized):** Students were missing elements of Tier I practices due to breakfast in the classroom, causing frustration among teachers. **Root Cause:** Although the master schedule has the day beginning at 8:00 am, students were not arriving and finishing breakfast until 8:20 am. Master schedule committee was created to address issues.

# 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, War Eagle Challenge
- EOY award ceremonies

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

- Family Literacy Night
- Family Math Night
- Fall and Spring Parent Conferences

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

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

Regular communication is provided through a 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

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

## Problem Statements Identifying Parent and Community Engagement Needs



**Problem Statement 1:** Houser Elementary has limited parent involvement throughout the school year. **Root Cause:** Families' schedules and transportation issues often pose a challenge.

**Problem Statement 2:** Different grade levels and teachers communicate in a variety of ways. **Root Cause:** School-wide expectations for communication processes needs to be established for each grade level.

**Problem Statement 3:** Parent conferences are inconsistent due to parental involvement. **Root Cause:** Many parents do not return emails and phone numbers are incorrect in our system. Additional effort to update numbers needs to be made from administrative team.

**Problem Statement 4:** Attendance rates are continuing to trend low. **Root Cause:** Student attendance rate is very low on Monday and Friday; Parents do not have ability to get students to school if they miss bus.

# Priority Problem Statements

**Problem Statement 1:** In the 2021-2022 school year, 53% of Houser Elementary Kindergarten - 4th grade students read on grade level or above according to the Benchmark Assessment System (BAS) during the EOY testing window.

**Root Cause 1:** Students are moving to next grade with large gaps in their learning. Although teachers see the learning gaps, implementation of best practices is not evident in all classrooms, resulting in a lack of student progress.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 4:** On the 2022 STAAR test, Houser Elementary had 52% of 4th grade students score at meets grade level or above; whereas 35% of 3rd grade students scored at meets grade level or above on the math portion.

**Root Cause 4:** Lack of implementation of Tier 1 best practices and CISD Solves model in classrooms. Need for more vertical alignment in math curriculum.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 7:** PLC processes are not established at the same level of caliber in each grade-level.

**Root Cause 7:** Some grades have been planning after school without coach or administrative support; Some grade levels are newly created due to resignations in the 2021-2022 school year.

**Problem Statement 7 Areas:** Culture and Climate

**Problem Statement 2:** In 2022, 54% of Kindergarten - 2nd grade students scored on or above benchmark in foundational skills on EOY literacy assessments (mClass).

**Root Cause 2:** Heggerty and Units of Study Phonics is not being utilized effectively on a daily basis in the classroom. Teachers lack sufficient training on how to implement curriculum.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 6:** Students were missing elements of Tier I practices due to breakfast in the classroom, causing frustration among teachers.

**Root Cause 6:** Although the master schedule has the day beginning at 8:00 am, students were not arriving and finishing breakfast until 8:20 am. Master schedule committee was created to address issues.

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

**Problem Statement 5:** In 2022, students in 3rd and 4th grade bilingual classes testing in Spanish had 13% of students meet grade level standards on Reading STAAR and 13% of students master grade level standards on Reading STAAR.

**Root Cause 5:** Teachers need a deeper understanding and training on the CISD 1-way Bilingual Model.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 3:** In 2022, 74% of Pre-Kindergarten students were able to identify uppercase and lowercase letters and 84% were able to identify upper and lowercase sounds at EOY.

**Root Cause 3:**

**Problem Statement 3 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Goals

## Goal 1: Student Achievement and Post-Secondary Success





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

**Performance Objective 1:** Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 42% to 46%.

### HB3 Goal

**Evaluation Data Sources:** Benchmarks, Campus Common Assessments, District Common Formative Assessments, Reading STAAR, Running Records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly planning meetings with literacy coach and administration to collaborate and develop high quality lessons that target needs of students. <b>Strategy's Expected Result/Impact:</b> Consistency in grade level classrooms with TEKS-aligned instruction <b>Staff Responsible for Monitoring:</b> Administration, Campus Literacy Coach, District Literacy Coach  <b>Title I:</b> 2.4, 2.5, 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3, 4 <b>Funding Sources:</b> Literacy Coach - Title I - \$60,850, Team Planning (Outside School Hours) for LEP - Title III - \$2,500, Instructional Materials - Guided Reading Books - State Comp Ed - \$7,301	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Staff will analyze data from campus common assessments, district CFAs, and campus check point assessments during weekly PLC meetings. <b>Strategy's Expected Result/Impact:</b> Teachers will monitor progress of students to increase overall academic scores. <b>Staff Responsible for Monitoring:</b> Campus administration, Campus Literacy Coach, District Literacy Coach  <b>Title I:</b> 2.4, 2.5, 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3, 4 <b>Funding Sources:</b> Tutorials - ESSER III - \$11,944	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implementation of Texas Reading Academy professional development sessions for new-to-Houser staff. <b>Strategy's Expected Result/Impact:</b> Teachers will apply the skills they learning in the Reading Academy to refine classroom instruction to support at-risk students. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Literacy Coach, District Literacy Coach, District Reading Academy Facilitator  <b>Title I:</b> 2.4, 2.5, 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3, 4, 5	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

### Student Achievement

**Problem Statement 3:** In 2022, 54% of Kindergarten - 2nd grade students scored on or above benchmark in foundational skills on EOY literacy assessments (mClass). **Root Cause** : Heggerty and Units of Study Phonics is not being utilized effectively on a daily basis in the classroom. Teachers lack sufficient training on how to implement curriculum.

**Problem Statement 4:** In 2022, students in 3rd and 4th grade bilingual classes testing in Spanish had 13% of students meet grade level standards on Reading STAAR and 13% of students master grade level standards on Reading STAAR. **Root Cause:** Teachers need a deeper understanding and training on the CISD 1-way Bilingual Model.

**Problem Statement 5:** In 2022, 74% of Pre-Kindergarten students were able to identify uppercase and lowercase letters and 84% were able to identify upper and lowercase sounds at EOY.



**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 35% to 40%.

**HB3 Goal**

**Evaluation Data Sources:** Campus Common Assessments, District Common Formative Assessments, STAAR Interim assessments, , Dreambox, Math STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p><b>Strategy 1:</b> Weekly planning meetings with math coach and administration to collaborate and develop high quality lessons that target needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistency in grade level classrooms with TEKS-aligned instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Math Coach, District Math Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Campus Math Coach - Title I - \$80,724</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Staff will analyze data from campus common assessments, district CFAs, and campus check point assessments during weekly PLC meetings. <b>Strategy's Expected Result/Impact:</b> Teachers will monitor progress of students to increase overall academic scores. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Math Coach, District Math Coach  <b>Title I:</b> 2.4, 2.5, 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement Early Math Assessments in PK - 2 resulting in understanding where students struggle in math in order to target for growth. <b>Strategy's Expected Result/Impact:</b> Demonstrate growth on student formative and summative assessments in math. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Math Coach, District Math Coach  <b>Title I:</b> 2.4, 2.5, 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 2 Problem Statements:

### Student Achievement

**Problem Statement 2:** On the 2022 STAAR test, Houser Elementary had 52% of 4th grade students score at meets grade level or above; whereas 35% of 3rd grade students scored at meets grade level or above on the math portion. **Root Cause:** Lack of implementation of Tier 1 best practices and CISD Solves model in classrooms. Need for more vertical alignment in math curriculum.

## 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 from 42% to 46% Meets grade level and from 19% to 23% Masters grade level.

**Evaluation Data Sources:** Benchmarks, Campus Common Assessments, District Common Formative Assessments, Reading STAAR, Running Records, Dreambox, Math STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<b>Strategy 1:</b> Weekly planning meetings to collaboratively plan high quality lessons that specifically target the specific needs of students. <b>Strategy's Expected Result/Impact:</b> Implementation of Tier I best practices and consistency across grade-levels. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus & District Coaches  <b>Title I:</b> 2.4, 2.5, 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 2, 4 <b>Funding Sources:</b> Dreambox - ESSER III - \$8,000, After School Tutorials - Title I - \$5,581				
<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>				

### Performance Objective 3 Problem Statements:

Student Achievement
<b>Problem Statement 2:</b> On the 2022 STAAR test, Houser Elementary had 52% of 4th grade students score at meets grade level or above; whereas 35% of 3rd grade students scored at meets grade level or above on the math portion. <b>Root Cause:</b> Lack of implementation of Tier 1 best practices and CISD Solves model in classrooms. Need for more vertical alignment in math curriculum.
<b>Problem Statement 4:</b> In 2022, students in 3rd and 4th grade bilingual classes testing in Spanish had 13% of students meet grade level standards on Reading STAAR and 13% of students master grade level standards on Reading STAAR. <b>Root Cause:</b> Teachers need a deeper understanding and training on the CISD 1-way Bilingual Model.





## 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 from 42% to 46% and Masters Grade Level from 21% to 25%.

**Evaluation Data Sources:** Benchmarks, Campus Common Assessments, District Common Formative Assessments, Reading STAAR, Running Records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<b>Strategy 1:</b> Weekly planning meetings to collaboratively plan high quality lessons that specifically target the specific needs of students. <b>Strategy's Expected Result/Impact:</b> Implementation of Tier I best practices and consistency across grade-levels. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus & District Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 3, 4, 5 <b>Funding Sources:</b> Instructional Materials - Patters of Wonder - ESSER III - \$526				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize campus coach for monthly professional development sessions focused on Units of Study and Guided Reading <b>Strategy's Expected Result/Impact:</b> Better understanding of Tier I best practices, leading to implementation and increase in student success. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus & District Coaches  <b>Title I:</b> 2.4, 2.5, 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1, 3, 4, 5 <b>Funding Sources:</b> Contracted Services - Title I - \$28,500	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize after school tutorials for 4545 students <b>Strategy's Expected Result/Impact:</b> Increase in overall academic achievement and scores <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Coaches  <b>Title I:</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 5: Effective Instruction <b>Funding Sources:</b> Extra Duty Instructional Tutoring - ESSER III - \$5,581	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### Performance Objective 4 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> In the 2021-2022 school year, 53% of Houser Elementary Kindergarten - 4th grade students read on grade level or above according to the Benchmark Assessment System (BAS) during the EOY testing window. <b>Root Cause:</b> Students are moving to next grade with large gaps in their learning. Although teachers see the learning gaps, implementation of best practices is not evident in all classrooms, resulting in a lack of student progress.

### Student Achievement

**Problem Statement 3:** In 2022, 54% of Kindergarten - 2nd grade students scored on or above benchmark in foundational skills on EOY literacy assessments (mClass). **Root Cause** : Heggerty and Units of Study Phonics is not being utilized effectively on a daily basis in the classroom. Teachers lack sufficient training on how to implement curriculum.

**Problem Statement 4:** In 2022, students in 3rd and 4th grade bilingual classes testing in Spanish had 13% of students meet grade level standards on Reading STAAR and 13% of students master grade level standards on Reading STAAR. **Root Cause:** Teachers need a deeper understanding and training on the CISD 1-way Bilingual Model.

**Problem Statement 5:** In 2022, 74% of Pre-Kindergarten students were able to identify uppercase and lowercase letters and 84% were able to identify upper and lowercase sounds at EOY.

## 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 54% (at 2022 EOY) on grade level or above to 65% on grade level or above on Kindergarten - 2nd Grade mClass assessments.

**Evaluation Data Sources:** Yearly Literacy Assessments, mClass, Running Records, Guided Reading Documentation

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Monthly progress monitoring of individual student literacy levels using campus data wall. <b>Strategy's Expected Result/Impact:</b> Teachers monitor student progress and create intervention groups for students who are not making progress <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus and District Literacy Coaches, Classroom Teachers, Interventionist  <b>Title I:</b> 2.4, 2.5, 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1, 3, 4, 5 <b>Funding Sources:</b> Campus Interventionist - ESSER III - \$77,000, Campus Interventionist - Title I - \$26,283, Substitutes for Planning - Title I - \$5,762		Formative			Summative
		Oct	Dec	Mar	June



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will participate in PLC meetings, planning and professional development to learn effective implementation of the guided reading process. <b>Strategy's Expected Result/Impact:</b> Teachers will refine their practices in guided reading leading to an overall increase in reading levels. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus and Literacy Coaches  <b>Title I:</b> 2.4, 2.5, 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1, 3, 4, 5 <b>Funding Sources:</b> Substitutes for Teachers - ESSER III - \$10,570, Bilingual Resources - Title III - \$1,000, Summit K-12 - Title III - \$500	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize mClass assessment data to identify at-risk students and implement targeted, intensive interventions with research-based intervention programs and strategies. <b>Strategy's Expected Result/Impact:</b> Teachers monitor student progress and create intervention groups for students who are not making progress <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus and District Literacy Coaches, Classroom Teachers, Interventionist  <b>Title I:</b> 2.4, 2.5, 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1, 3, 4, 5 <b>Funding Sources:</b> After School Intervention - ESSER III - \$10,000	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 5 Problem Statements:

## Student Achievement

**Problem Statement 1:** In the 2021-2022 school year, 53% of Houser Elementary Kindergarten - 4th grade students read on grade level or above according to the Benchmark Assessment System (BAS) during the EOY testing window. **Root Cause:** Students are moving to next grade with large gaps in their learning. Although teachers see the learning gaps, implementation of best practices is not evident in all classrooms, resulting in a lack of student progress.

**Problem Statement 3:** In 2022, 54% of Kindergarten - 2nd grade students scored on or above benchmark in foundational skills on EOY literacy assessments (mClass). **Root Cause** : Heggerty and Units of Study Phonics is not being utilized effectively on a daily basis in the classroom. Teachers lack sufficient training on how to implement curriculum.

**Problem Statement 4:** In 2022, students in 3rd and 4th grade bilingual classes testing in Spanish had 13% of students meet grade level standards on Reading STAAR and 13% of students master grade level standards on Reading STAAR. **Root Cause:** Teachers need a deeper understanding and training on the CISD 1-way Bilingual Model.

**Problem Statement 5:** In 2022, 74% of Pre-Kindergarten students were able to identify uppercase and lowercase letters and 84% were able to identify upper and lowercase sounds at EOY.

## Goal 2: School Leadership and Fiscal Responsibility

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

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

**Evaluation Data Sources:** OHI, staff surveys, accountability results





Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<b>Strategy 1:</b> Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. <b>Strategy's Expected Result/Impact:</b> Better understanding of where improvements are being made and areas of concern. Allows administration to create an action plan for professional development. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Coaches  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning				
<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 2: School Leadership and Fiscal Responsibility

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

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

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principal meets with secretary weekly to review expenditures, budgets, and documentation. <b>Strategy's Expected Result/Impact:</b> Monitoring of budget to ensure money is managed responsibly <b>Staff Responsible for Monitoring:</b> Campus Principal, Secretary  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attend CISD job fairs, and additional jobs fairs (if necessary). <b>Strategy's Expected Result/Impact:</b> Hire highly qualified teachers and staff to maximize student learning. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> PreK Teacher - ESSER III - \$70,000	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





#### Goal 4: Safe and Collaborative School Culture

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

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

**Evaluation Data Sources:** Parent Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue school-wide weekly folders, social media platforms, emails, newsletters, and texts to maximize communication with families. <b>Strategy's Expected Result/Impact:</b> Maximize communication with families and community through multiple sources. <b>Staff Responsible for Monitoring:</b> Campus Administration, Family Engagement Liaison, Teachers  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Parent Engagement Activities - Title I Nights - Title I - \$4,020	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide parent-teacher academic conferences for a minimum of twice per year for the 2022-2023 school year. <b>Strategy's Expected Result/Impact:</b> Increase participation of parents and help them understand specific strengths and gaps in student learning and ways to support student success at school and home.	Formative			Summative
	Oct	Dec	Mar	June

<p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers, Counselor, Family Engagement Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

#### Goal 4: Safe and Collaborative School Culture





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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> School-wide alignment and cohesiveness in behavioral expectations; Maintain low number of office-referrals; safe and efficient practices <b>Staff Responsible for Monitoring:</b> Campus Administration, PBIS Liaison, Counselor, Foundations Team  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Professional PBIS Liaison - State Comp Ed - \$69,371	Formative			Summative
	Oct	Dec	Mar	June







Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Review safety procedures and conduct safety drills to ensure the effectiveness of the emergency operating procedures. <b>Strategy's Expected Result/Impact:</b> Review, practice and reflect safety protocols to find areas of improvement and address them to meet safety standards. <b>Staff Responsible for Monitoring:</b> Campus Administration, Nurse  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Health Services (Nurse and Clinic Aide) - ESSER III - \$49,400		Formative			Summative
		Oct	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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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.

**Evaluation Data Sources:** Attendance reports, Campus Assessments

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Utilize campus parent involvement liaison to connect with families whose child's attendance and/or academics are at risk  <b>Strategy's Expected Result/Impact:</b> Increase awareness, provide resources, communicate consistently, follow up on intervention plans <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, Family Engagement Liaison  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Family Engagement Liaison - ESSER III - \$28,164		Formative			Summative
		Oct	Dec	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

## Goal 5: Effective Instruction

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

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

**Evaluation Data Sources:** Walk Throughs, Teacher Feedback

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Increase opportunities for students to be engaged in learning via the use of technology by creating a technology rotation during specials time. <b>Strategy's Expected Result/Impact:</b> Increased knowledge of online components and STAAR 2.0 question types. <b>Staff Responsible for Monitoring:</b> Campus Administration, Librarian, Technology Aide  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Technology Aide - Title I - \$30,000, Technology Replacements - Title I - \$500		Formative			Summative
		Oct	Dec	Mar	June
		<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div></div>			

## **Goal 5: Effective Instruction**

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

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

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

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

## 2. Campus Improvement Plan

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

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

### 2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

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

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

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

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

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

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

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

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

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

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

## **4. Parent and Family Engagement (PFE)**

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

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

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

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

## 5. Targeted Assistance Schools Only

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Coach		\$60,850.00
1	2	1	Campus Math Coach		\$80,724.00
1	3	1	After School Tutorials		\$5,581.00
1	4	2	Contracted Services		\$28,500.00
1	5	1	Substitutes for Planning		\$5,762.00
1	5	1	Campus Interventionist		\$26,283.00
4	1	1	Parent Engagement Activities - Title I Nights		\$4,020.00
5	1	1	Technology Aide		\$30,000.00
5	1	1	Technology Replacements		\$500.00
Sub-Total					\$242,220.00
Budgeted Fund Source Amount					\$242,220.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Team Planning (Outside School Hours) for LEP		\$2,500.00
1	5	2	Summit K-12		\$500.00
1	5	2	Bilingual Resources		\$1,000.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials - Guided Reading Books		\$7,301.00
4	2	1	Professional PBIS Liaison		\$69,371.00
Sub-Total					\$76,672.00
Budgeted Fund Source Amount					\$76,672.00
+/- Difference					\$0.00



ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorials		\$11,944.00
1	3	1	Dreambox		\$8,000.00
1	4	1	Instructional Materials - Patters of Wonder		\$526.00
1	4	3	Extra Duty Instructional Tutoring		\$5,581.00
1	5	1	Campus Interventionist		\$77,000.00
1	5	2	Substitutes for Teachers		\$10,570.00
1	5	3	After School Intervention		\$10,000.00
3	1	1	PreK Teacher		\$70,000.00
4	2	2	Health Services (Nurse and Clinic Aide)		\$49,400.00
4	3	1	Family Engagement Liaison		\$28,164.00
Sub-Total					\$271,185.00
Budgeted Fund Source Amount					\$271,185.00
+/- Difference					\$0.00
Grand Total Budgeted					\$594,077.00
Grand Total Spent					\$594,077.00
+/- Difference					\$0.00