

Conroe Independent School District
Houston Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2021-2022 school year, Houston Elementary accountability was:

Domain 1 - Student Achievement - 40

Domain 2 - Student Progress- 71

Domain 3 - Closing Performance Gaps - 50

TELPAS target was met at 37%.

5 out of 7 Academic Achievement Targets were met for Reading

1 out of 6 Growth Status Targets were met for Reading

0 out of 7 Academic Achievement Targets were met for Math

6 out of 6 Growth Status Targets were met for Math.

These scores result in Houston Elementary receiving a 2022 Accountability Rating of C. Additionally, Houston Elementary received Distinction Designations in the following areas:

3rd Reading Masters

4th Reading Masters

On the 2022 STAAR, the following scores for all grades show the percentage of Meets and Masters-

3rd Reading Meets-36% Masters - 22%

4th Reading Meets -42% Masters - 21%

3rd Math Meets - 35% Masters- 10%

4th Math Meets - 25% Masters - 16%

Student Achievement Strengths

Houston Elementary met federal targets for all areas in Math growth and 5 out of 7 areas for Reading in Academic Achievement.

Houston Reading masters performance was awarded a distinction for both third and fourth grade.

Houston Elementary continues to see success in the Hispanic population in both Math and Reading.

1st Grade TELPAS scores were at 57% making progress and the TELPAS target was met for the campus.

Kindergarten early literacy and early math rates doubled from the previous years scores.

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. **Root Cause:** Students lack foundational reading skills.

Problem Statement 2 (Prioritized): The overall percentage of African American students not performing at meets or higher in both reading and math. **Root Cause:** Lack of early exposure to foundational reading and math skills.

Problem Statement 3 (Prioritized): Meeting TELPAS performance indicators in grade levels 2, 3, & 4. **Root Cause:** Summit K-12 was not implemented with fidelity.

Problem Statement 4 (Prioritized): African American early childhood literacy rates with upper and lower case letters. **Root Cause:** Lack of early exposure to foundational reading skills and implementation of PREK Curriculum.

Problem Statement 5 (Prioritized): The % of students meeting meets and masters level in both 3rd and 4th grade math. **Root Cause:** Large gaps from Covid and lack of in depth knowledge of TEKS.

Problem Statement 6 (Prioritized): The % of students in 1st grade Math on or above level in numeracy. **Root Cause:** Large Covid gaps and lack of implementation of Tier 1 best practices.

Problem Statement 7 (Prioritized): Houston Elementary district attendance was as 94.7%. **Root Cause:** Staff refrained from pursuing attendance concerns due to multiple covid waves.

Problem Statement 8 (Prioritized): Houston Elementary had 3724 tardies in 2021-2022. **Root Cause:** Parents living outside of the attendance boundary driving students to this zone.

Problem Statement 9 (Prioritized): Physical aggression was the highest incident reported in incident referrals. **Root Cause:** Students enter school with an inability to regulate their emotions and lack proper social skills.

Problem Statement 10 (Prioritized): Parents not understanding the importance and implications of not attending school. **Root Cause:** High population of emergent bilinguals and parents from another country.

Culture and Climate

Culture and Climate Summary

Culture and climate was the focus for the 2021 - 2022 school year. The target of the campus was to lower the number of disciplinary referrals so there was less loss of instructional time due to discipline disruptions. The campus also focused on supporting new teachers and retaining staff.

Culture and Climate Strengths

Disciplinary referrals were significantly lower throughout the 2021-2022 school year when compared to the previous school year. Ninety two percent of the teachers at Sam Houston stayed for the 2022-2023 school year and a mentor binder and mentor program was established to support teachers.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Physical aggression referrals were the highest incident code submitted on campus in the 2021-2022 school year. **Root Cause:** Lack of detailed procedures for student during independent work time in the classroom.

Parent and Community Engagement

Parent and Community Engagement Summary

Sam Houston Elementary does not have the parent engagement desired with all students on the campus. This is often times due to parents working multiple jobs or working long hours. The community involvement and communication with both parents and community could be increased in order to get additional support for community partners and increase parent involvement with their students at home. Many events originally scheduled for the previous school year were canceled due to concerns over Covid 19.

Parent and Community Engagement Strengths

The campus utilizes the community engagement liaison and has continued strong partnerships with area businesses. The grade level teams have scheduled parent nights throughout the school year to increase parent involvement. The campus also works with feeder zone campuses well to highlight opportunities for students at the secondary level.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The home school connection is not strong and parents are not involved in their child's education. **Root Cause:** Many parents work multiple jobs or they themselves lack the ability to assist their children with schoolwork.

Priority Problem Statements

Problem Statement 1: The overall percentage of students reading at or above the expected level for their grade.

Root Cause 1: Students lack foundational reading skills.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The overall percentage of African American students not performing at meets or higher in both reading and math.

Root Cause 2: Lack of early exposure to foundational reading and math skills.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Meeting TELPAS performance indicators in grade levels 2, 3, & 4.

Root Cause 3: Summit K-12 was not implemented with fidelity.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: African American early childhood literacy rates with upper and lower case letters.

Root Cause 4: Lack of early exposure to foundational reading skills and implementation of PREK Curriculum.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The % of students meeting meets and masters level in both 3rd and 4th grade math.

Root Cause 5: Large gaps from Covid and lack of in depth knowledge of TEKS.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: The % of students in 1st grade Math on or above level in numeracy.

Root Cause 6: Large Covid gaps and lack of implementation of Tier 1 best practices.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Houston Elementary district attendance was as 94.7%.

Root Cause 7: Staff refrained from pursuing attendance concerns due to multiple covid waves.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Houston Elementary had 3724 tardies in 2021-2022.

Root Cause 8: Parents living outside of the attendance boundary driving students to this zone.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Physical aggression was the highest incident reported in incident referrals.

Root Cause 9: Students enter school with an inability to regulate their emotions and lack proper social skills.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: Parents not understanding the importance and implications of not attending school.

Root Cause 10: High population of emergent bilinguals and parents from another country.

Problem Statement 10 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

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
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Special education/non-special education population including discipline, progress and participation 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
- 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
- Campus leadership data
- T-TESS data

Support Systems and Other Data

- Organizational structure data
- Study of best practices

Goals

Revised/Approved: October 21, 2022

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 and 4th grade students that score at the meets grade level or above on STAAR Reading from 39% to 45%.





HB3 Goal

Evaluation Data Sources: Interim Assessments, CFA, CA's

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Complete the state of Texas required Reading Academy program. Strategy's Expected Result/Impact: Raise instructional efficacy and increase student achievement. Staff Responsible for Monitoring: Principal, AP, Reading instructional coach, district instructional coach. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Utilize planning protocols, TEKS data, and scripting protocols to improve teacher pedagogical skills. Strategy's Expected Result/Impact: Increase teacher capacity and improve student achievement Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Assistant Principal, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2		Formative			Summative
		Oct	Dec	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Utilize Raz Kids to increase student practice reading in an online platform. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Team Leader, Instructional Coaches, Assistant Principal, Principal Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Problem Statements: Student Achievement 1, 2 Funding Sources: Raz Kids - Title I - \$3,500		Formative			Summative
		Oct	Dec	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Hire substitutes to provide ample planning time for both reading and math teachers. Strategy's Expected Result/Impact: Increase TEKS knowledge, teacher capacity and student achievement. Staff Responsible for Monitoring: Team leaders, Instructional Coaches, Assistant Principals, Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 5, 6 Funding Sources: Substitutes - Title I - \$25,737		Formative			Summative
		Oct	Dec	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Hire personnel to provide after school intervention and teacher support. Strategy's Expected Result/Impact: Increase teacher capacity and improve student performance. Staff Responsible for Monitoring: Team leaders, Instructional Coaches, Assistant Principals, Principal Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - Problem Statements: Student Achievement 1, 2, 5 Funding Sources: Tutorials - State Comp Ed - \$11,500	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: During the second semester the campus will hold targeted Saturday tutorials. Strategy's Expected Result/Impact: Improve student performance on STAAR Staff Responsible for Monitoring: Team leaders, Instructional Coaches, Assistant Principals, Principal Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Problem Statements: Student Achievement 1, 2 Funding Sources: Saturday Tutorials - Teacher Pay - Title I - \$23,990	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The overall percentage of students reading at or above the expected level for their grade. Root Cause: Students lack foundational reading skills. Problem Statement 2: The overall percentage of African American students not performing at meets or higher in both reading and math. Root Cause: Lack of early exposure to foundational reading and math skills. Problem Statement 5: The % of students meeting meets and masters level in both 3rd and 4th grade math. Root Cause: Large gaps from Covid and lack of in depth knowledge of TEKS. Problem Statement 6: The % of students in 1st grade Math on or above level in numeracy. Root Cause: Large Covid gaps and lack of implementation of Tier 1 best practices.

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 and 4th grade students that score meets grade level or above on STAAR Math from 32% to 40%.

HB3 Goal

Evaluation Data Sources: CA's, CFA, Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Increase depth of knowledge with Elite 8 TEKS through big picture planning and strengthening content knowledge. Strategy's Expected Result/Impact: Increase student achievement on STAAR Math from 35% to 40%. Staff Responsible for Monitoring: Principal, AP, Math instructional coach, district instructional coach TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5, 6 Funding Sources: Math instructional Coach - Title I - \$67,070	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for big picture planning throughout the school year to ensure ample amount of planning time. Strategy's Expected Result/Impact: Increase TEKS knowledge, teacher capacity and student achievement. Staff Responsible for Monitoring: Team leaders, Instructional Coaches, Assistant Principals, Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 5, 6 Funding Sources: Substitute - Title I - \$4,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Hire personnel to provide intervention and teacher support. Strategy's Expected Result/Impact: Increase teacher capacity and improve student performance. Staff Responsible for Monitoring: Team leaders, Instructional Coaches, Assistant Principals, Principal Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 5 Funding Sources: Tutorials - State Comp Ed - \$10,074, Academic Interventionist - Title I - \$85,453	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: During the second semester the campus will hold targeted Saturday tutorials. Strategy's Expected Result/Impact: Improve student performance on STAAR Staff Responsible for Monitoring: Team leaders, Instructional Coaches, Assistant Principals, Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - Problem Statements: Student Achievement 2, 5 Funding Sources: Tutorials - Title I - \$5,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Utilize DreamBox math computer software with fidelity. Strategy's Expected Result/Impact: Increase student achievement on STAAR Math scores Staff Responsible for Monitoring: Team leaders, Instructional Coaches, Assistant Principals, Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5 Funding Sources: DreamBox - Title I - \$5,000, DreamBox - ESSER III - \$3,000	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: The overall percentage of students reading at or above the expected level for their grade. Root Cause: Students lack foundational reading skills. Problem Statement 2: The overall percentage of African American students not performing at meets or higher in both reading and math. Root Cause: Lack of early exposure to foundational reading and math skills. Problem Statement 5: The % of students meeting meets and masters level in both 3rd and 4th grade math. Root Cause: Large gaps from Covid and lack of in depth knowledge of TEKS. Problem Statement 6: The % of students in 1st grade Math on or above level in numeracy. Root Cause: Large Covid gaps and lack of implementation of Tier 1 best practices.

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: Improve percentage of students meeting TELPAS targets from 37% to 43%.

Evaluation Data Sources: Principal, AP's, Coaches, Teachers

Strategy 1 Details	Reviews			
Strategy 1: Utilize the individual student plan in Summit K-12 with fidelity. Strategy's Expected Result/Impact: Increase TELPAS performance. Staff Responsible for Monitoring: Administration, Coaches, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure that classroom libraries have ample books at all levels for students in both English and Spanish. Strategy's Expected Result/Impact: Expose emergent bilinguals to more English thereby increasing their ability to perform on TELPAS. Staff Responsible for Monitoring: Administration, Coaches, Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Problem Statements: Student Achievement 3 Funding Sources: Classroom library - Title III - \$6,000	Formative			Summative
	Oct	Dec	Mar	June
<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
Problem Statement 3: Meeting TELPAS performance indicators in grade levels 2, 3, & 4. Root Cause: Summit K-12 was not implemented with fidelity.

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: Increase academic performance for African American students at or above grade level in both reading and math all grade levels.

Evaluation Data Sources: Early literacy assessments, interim assessments, CA's, running records

Strategy 1 Details	Reviews			
Strategy 1: Individualized TEKS based targeted instruction based on data from formative and common assessments for all African American students. Strategy's Expected Result/Impact: Increase academic performance from 33% to 39% in reading meets grade level and 30% to 35% in math meets grade level. Staff Responsible for Monitoring: Administration, Coaches, and Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hold a math night for families to increase parental knowledge in supporting students with math work at home. Strategy's Expected Result/Impact: Build the home school learning connection. Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Assistant Principals, Principal TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Dec	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: The overall percentage of African American students not performing at meets or higher in both reading and math. Root Cause: Lack of early exposure to foundational reading and math skills.

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: Increase the percentage of students reading on or above grade level to 60% across all grades.





High Priority

HB3 Goal

Evaluation Data Sources: BAS/SEL

Strategy 1 Details	Reviews			
Strategy 1: Complete Reading Academies training. Strategy's Expected Result/Impact: Increase teacher efficacy and improve reading levels campus wide. Staff Responsible for Monitoring: Administration, Coaches, and Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Student Achievement 1, 4	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Target Reading behaviors and guided reading planning for K-2. Strategy's Expected Result/Impact: Improve student reading levels and build literacy skills for upper grade levels Staff Responsible for Monitoring: Instructional coaches, team leaders, assistant principal, principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Hold a literacy night for families to provide insight on how to support early reading behaviors in the home. Strategy's Expected Result/Impact: Build the home school connection and increase student achievement. Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Assistant Principal, Principal TEA Priorities: Improve low-performing schools Problem Statements: Student Achievement 1, 10	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Targeted after school tutorials in our highest need areas of the feeder zone. Strategy's Expected Result/Impact: Improve student achievement and create a home -school connection. Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Assistant Principal, Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 4, 5, 6 Funding Sources: After School Tutorials - Title I - \$40,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Hire a reading interventionist to provide targeted instruction to students during the school day. Strategy's Expected Result/Impact: Improve student reading levels. Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Assistant Principal, Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - Problem Statements: Student Achievement 1, 2 Funding Sources: Academic Interventionist and Teacher - ESSER III - \$156,022	Formative			Summative
	Oct	Dec	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Increase the number of Fountas and Pinnell Guided Reading Books for the literacy library. Strategy's Expected Result/Impact: Improved student choice, engagement, and achievement Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Assistant Principal, Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Problem Statements: Student Achievement 1 Funding Sources: Fountas and Pinnell GR Books - ESSER III - \$45,000	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 1: The overall percentage of students reading at or above the expected level for their grade. Root Cause: Students lack foundational reading skills.</p> <p>Problem Statement 2: The overall percentage of African American students not performing at meets or higher in both reading and math. Root Cause: Lack of early exposure to foundational reading and math skills.</p> <p>Problem Statement 4: African American early childhood literacy rates with upper and lower case letters. Root Cause: Lack of early exposure to foundational reading skills and implementation of PREK Curriculum.</p> <p>Problem Statement 5: The % of students meeting meets and masters level in both 3rd and 4th grade math. Root Cause: Large gaps from Covid and lack of in depth knowledge of TEKS.</p> <p>Problem Statement 6: The % of students in 1st grade Math on or above level in numeracy. Root Cause: Large Covid gaps and lack of implementation of Tier 1 best practices.</p> <p>Problem Statement 10: Parents not understanding the importance and implications of not attending school. Root Cause: High population of emergent bilinguals and parents from another country.</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 6: Increase academic performance for special education students at or above grade level in both reading and math all grade levels.

Evaluation Data Sources: Early Literacy Assessments, interim assessments, CA's, running records, math assessments

Strategy 1 Details		Reviews			
Strategy 1: Revise master schedule and special education provided supports on campus. Strategy's Expected Result/Impact: Place certified special education teachers in the classroom to support and improve student performance. Staff Responsible for Monitoring: Assistant Principal, Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 4, 5		Formative			Summative
		Oct	Dec	Mar	June
<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 6 Problem Statements:





Student Achievement
Problem Statement 1: The overall percentage of students reading at or above the expected level for their grade. Root Cause: Students lack foundational reading skills.
Problem Statement 4: African American early childhood literacy rates with upper and lower case letters. Root Cause: Lack of early exposure to foundational reading skills and implementation of PREK Curriculum.
Problem Statement 5: The % of students meeting meets and masters level in both 3rd and 4th grade math. Root Cause: Large gaps from Covid and lack of in depth knowledge of TEKS.

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: Increase team leader problem solving capability to increase team cohesiveness.

Evaluation Data Sources: Principal & AP's

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Utilize case studies monthly to practice appropriate responses and tools for responding to difficult situations. Strategy's Expected Result/Impact: Build successful and dynamic leaders at Houston Elementary that remain at the campus and thereby increase student achievement through becoming an interdependent team. Staff Responsible for Monitoring: Principal and AP's TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 1, 2, 5 Funding Sources: Book Study - Title I - \$1,000				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 1 Problem Statements:





Student Achievement
Problem Statement 1: The overall percentage of students reading at or above the expected level for their grade. Root Cause: Students lack foundational reading skills. Problem Statement 2: The overall percentage of African American students not performing at meets or higher in both reading and math. Root Cause: Lack of early exposure to foundational reading and math skills. Problem Statement 5: The % of students meeting meets and masters level in both 3rd and 4th grade math. Root Cause: Large gaps from Covid and lack of in depth knowledge of TEKS.

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: To recruit, retain, and develop highly qualified teachers and staff.

Evaluation Data Sources: Position Control report

Strategy 1 Details	Reviews			
Strategy 1: New teacher meetings monthly with mentors. Strategy's Expected Result/Impact: To retain 95% of our teachers. Staff Responsible for Monitoring: Principal and AP's TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide substitutes for teachers to have an opportunity to do instructional walks and develop pedagogical skills. Strategy's Expected Result/Impact: Help teachers feel more supported and provide opportunities to learn. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4, 5 Funding Sources: Substitutes - Title I - \$30,002	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: The overall percentage of students reading at or above the expected level for their grade. **Root Cause:** Students lack foundational reading skills.

Problem Statement 2: The overall percentage of African American students not performing at meets or higher in both reading and math. **Root Cause:** Lack of early exposure to foundational reading and math skills.

Problem Statement 3: Meeting TELPAS performance indicators in grade levels 2, 3, & 4. **Root Cause:** Summit K-12 was not implemented with fidelity.

Problem Statement 4: African American early childhood literacy rates with upper and lower case letters. **Root Cause:** Lack of early exposure to foundational reading skills and implementation of PREK Curriculum.

Problem Statement 5: The % of students meeting meets and masters level in both 3rd and 4th grade math. **Root Cause:** Large gaps from Covid and lack of in depth knowledge of TEKS.

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 community to maximize learning for all students through communication and collaborative relationships.

High Priority

Evaluation Data Sources: Attendance at Parent Academic Nights

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Provide parent opportunities for academic nights where they can learn strategies for teaching in the home and build their child's educational foundation. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal, AP's, Parent Liaison, Teachers Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 2, 10 Funding Sources: Family Engagement Liaison - Title I - \$67,707				
<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 1 Problem Statements:





Student Achievement
Problem Statement 2: The overall percentage of African American students not performing at meets or higher in both reading and math. Root Cause: Lack of early exposure to foundational reading and math skills. Problem Statement 10: Parents not understanding the importance and implications of not attending school. Root Cause: High population of emergent bilinguals and parents from another country.

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 2: Increase student attendance rate from 94.7% to 96%.

Evaluation Data Sources: View IT reports, TEA reports, attendance emails

Strategy 1 Details	Reviews			
Strategy 1: Implement attendance recognition program for students. Strategy's Expected Result/Impact: Increase student attendance rates. Staff Responsible for Monitoring: Administration Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 7, 8	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:





Student Achievement
Problem Statement 7: Houston Elementary district attendance was as 94.7%. Root Cause: Staff refrained from pursuing attendance concerns due to multiple covid waves.
Problem Statement 8: Houston Elementary had 3724 tardies in 2021-2022. Root Cause: Parents living outside of the attendance boundary driving students to this zone.

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 3: Decrease the number of physical aggression referrals on our campus.

Evaluation Data Sources: Behavior Specialist, Assistant Principal, Principal

Strategy 1 Details		Reviews			
Strategy 1: Work collaboratively with families to increase parent capacity in helping to teach their children appropriate social skills through the use of our Campus Behavior Specialist. Strategy's Expected Result/Impact: Students will be more prepared to handle situations with appropriate responses thereby decreasing referrals and the amount of time out of the classroom. Staff Responsible for Monitoring: Behavior Specialist, Assistant Principal, Principal TEA Priorities: Improve low-performing schools - Problem Statements: Student Achievement 9 Funding Sources: Behavior Specialist - ESSER II - \$88,990		Formative			Summative
		Oct	Dec	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 9: Physical aggression was the highest incident reported in incident referrals. Root Cause: Students enter school with an inability to regulate their emotions and lack proper social skills.

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: Ensure that all student and staff utilize technology to maximize instruction and support the transition to online testing.

Evaluation Data Sources: Data analysis reports from technology applications.

Strategy 1 Details	Reviews			
Strategy 1: Provide one to one technology for all students. Strategy's Expected Result/Impact: Improve student performance and academic achievement. Staff Responsible for Monitoring: Administration, Teachers, Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5 Funding Sources: Ipads - Title I - \$35,000, Computers - ESSER III - \$53,000	Formative			Summative
	Oct	Dec	Mar	June
<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 1 Problem Statements:

Student Achievement
Problem Statement 5: The % of students meeting meets and masters level in both 3rd and 4th grade math. Root Cause: Large gaps from Covid and lack of in depth knowledge of TEKS.

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Catherine Scheffler	Interventionist		1
Raven Primm	Campus Instructional Coach		1
Rochelle Lugo	Campus Instructional Coach		1

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Raz Kids		\$3,500.00
1	1	4	Substitutes		\$25,737.00
1	1	6	Saturday Tutorials - Teacher Pay		\$23,990.00
1	2	1	Math instructional Coach		\$67,070.00
1	2	2	Substitute		\$4,000.00
1	2	3	Academic Interventionist		\$85,453.00
1	2	4	Tutorials		\$5,000.00
1	2	5	DreamBox		\$5,000.00
1	5	4	After School Tutorials		\$40,000.00
2	1	1	Book Study		\$1,000.00
3	1	2	Substitutes		\$30,002.00
4	1	1	Family Engagement Liaison		\$67,707.00
5	1	1	Ipads		\$35,000.00
Sub-Total					\$393,459.00
Budgeted Fund Source Amount					\$393,459.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Classroom library		\$6,000.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutorials		\$11,500.00
1	2	3	Tutorials		\$10,074.00
Sub-Total					\$21,574.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$21,574.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Behavior Specialist		\$88,990.00
Sub-Total					\$88,990.00
Budgeted Fund Source Amount					\$88,990.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	DreamBox		\$3,000.00
1	5	5	Academic Interventionist and Teacher		\$156,022.00
1	5	6	Fountas and Pinnell GR Books		\$45,000.00
5	1	1	Computers		\$53,000.00
Sub-Total					\$257,022.00
Budgeted Fund Source Amount					\$257,022.00
+/- Difference					\$0.00
Grand Total Budgeted					\$767,045.00
Grand Total Spent					\$767,045.00
+/- Difference					\$0.00