Huntsville Independent School District



Samuel W Houston Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 24, 2026 at 03:07 PM

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Comprehensive Needs Assessment

Demographics

Summary

Samuel Houston Elementary serves approximately 664–676 students in Pre-K through Grade 5. The student population is diverse, with approximately 35% Hispanic, 35% African American, and 22% White students. The campus serves a high-needs population: 75.7% economically disadvantaged, 54.1% at-risk, 21.9% Emergent Bilingual/EL, and 19.8% special education, and the campus is 100% Title I. Additionally, 7.4% of students are identified as homeless.

The campus employs 65.6 staff, including 41.2 teachers. Teachers average 7.5 years of experience, below district and state averages, and 54.3% have only 1–5 years of experience.

Attendance continues to be an area of need. TEA data show that the 2024–25 attendance rate was 93.3%, below the district rate of 95.7%, while chronic absenteeism was 24.9%, compared with 14.4% distridistrict-wide8.0% statewide. Current 2025–26 YTD dashboard data show improvement, with attendance at 94.8% and chronic absenteeism at 11.4%.

Strengths

Attendance Improvement: Current YTD chronic absenteeism has decreased to 11.4%, compared with 24.9% in 2024–25, indicating substantial improvement in student attendance.

Diverse school community: The campus serves a racially, culturally, and linguistically diverse student population, providing a strong foundation for culturally responsive instruction, family engagement, and relationship-building.

Student Learning

Summary

The 2025–26 STAAR Performance Report shows that SWHE is improving in several important areas, but still has substantial gaps compared with the district and state—especially at the Meets/Masters levels, in Grade 4 Reading, Grade 5 Science, Special Education, and Emergent Bilingual performance.

The strongest overall trend is year-over-year improvement. Across all grades and subjects, the campus increased from 49% to 55% Approaches, 22% to 28% Meets, and 5% to 9% Masters. That means the campus gained at every performance level, with especially encouraging movement toward higher levels of rigor. Reading improved considerably. All-grades Reading moved from 55% to 63% Approaches, 26% to 31% Meets, and 7% to 12% Masters. Grade 3 Reading stands out: campus Meets increased from 26% to 41% and Masters from 6% to 14%. Grade 5 Reading also improved, reaching 65% Approaches and 34% Meets. Mathematics also improved overall. All-grades Math increased from 46% to 52% Approaches, 22% to 29% Meets, and 4% to 8% Masters. Grade 4 Math showed particularly strong growth, moving from 39% to 52% Approaches and 22% to 31% Meets. Science remains a significant concern despite improvement at the higher performance levels. Grade 5 Science remained at 38% Approaches, although Meets doubled from 8% to 16% and Masters increased from 0% to 6%.

Strengths

1. Grade 3 Reading:

    - Campus performance rose 15 percentage points at Meets and 8 points at Masters. At Approaches, the campus reached 70%, exceeding the district's 59%.

2. Grade 4 Math:

    - Approaches increased 13 points, and Meets increased 9 points. Campus performance at Approaches (52%) was essentially aligned with the district (51%).

3. Grade 5 Reading:

    - Approaches increased from 58% to 65%, Meets from 31% to 34%, and Masters from 11% to 13%.

4. Overall movement at Meets and Masters:

    - Campus-wide Meets increased 6 percentage points, and Masters increased 4 percentage points.

5. Several student groups demonstrated notable growth:

    - African American students improved from 45% to 54% in Approaches and 20% to 27% Meets.
    - Hispanic students improved from 47% to 50% Approaches and 19% to 23% Meets.
    - Economically disadvantaged students increased from 50% to 52% Approaches and 24% to 28% Meets.

School Processes & Programs

Summary

Samuel Walker Houston Elementary teachers are supported with Instructional Aides. 21.6% of the staff is an IA. Other areas of instructional support include two instructional coaches, a dyslexia specialist, reading specialist, and math specialist. The campus also has an innovative learning specialists to support technical needs, online learning, as well as the media center. Our campus provides gifted and talented enrichment. There is also daily intervention time built into the master schedule as well as time for teachers to participate in professional learning communities. Teachers use data protocols to review data and determine intervention groups for lessons. New teachers are paired with an experienced mentor for professional support. Teachers need additional planning time outside of their conference to plan for quarterly units. The staff is using the Solution Tree, School Improvement for All, process in order to identify and unpack essential standards to plan lessons, analyze data, plan for interventions and extensions, and create common formative assessments.

Strengths

The campus is supported with instructional aides, Interventionists, tutors, and ILS, as well as instructional coaches. There is GT enrichment. Time for professional learning communities (PLC) and student intervention that is built into the master schedule.

Perceptions

Summary

The attendance rate does not show much difference across all demographics of students. The attendance rate among instructional assistants show a high absentee rate. Staff members feel safe at work. There is teacher input in the campus decision making process as part of school improvement. According to a teacher survey, teachers are feeling more appreciated leading to higher morale and teacher attendance. Parent involvement is low, but due to COVID restrictions, it is difficult to provide activities for parents. The parent/school connection is detached at this time.

Strengths

There is an attendance committee that focus on student attendance. We have a Guiding Coalition made up of teacher leaders from each grade level, specials, and SPED, admin, the ILS, and instructional coaches. The Booster Club has more participation for the 2022-2023 school year compared to the past and according the the EOY parent survey, more parents would like to be involved in Booster Club. First Baptist Church of Huntsville has been very active in supporting this campus.

Priority Problem Statements

	Problem Statement	Root Cause
1	Samuel Houston Elementary continues to experience attendance challenges, with a 94.8% YTD attendance rate and 11.4% chronic absenteeism rate.	High levels of economic and housing instability may contribute to inconsistent attendance. Approximately 75.7% of students are economically disadvantaged, and 7.4% are identified as homeless.
2	The staff's capacity to meet the diverse needs of all students. 54.3% of teachers have only 1-5 years of experience, and the average teacher's experience is below district and state levels.	Limited teacher experience, combined with diverse student needs, increases the need for consistent instructional coaching, collaboration, and targeted professional development.
3	EB students: All Subjects: 48% Approaches, 19% Meets, and 3% Masters. Reading: Meets was 21% Math: Meets was 22%. Grade 4 Reading is especially concerning, with EB students at only 7% Meets and 0% Masters.	Failure to incorporate ELPs into the daily lesson
4	Insufficient amount of students are performing at grade level in Math and Reading.	Lack of high-quality instructional material that aligns with state assessment standards utilized by teachers.
5	63% of 4th grade students made progress based on 2019 accountability data.	Lack of effective implementation of campus/district curriculum and targeted interventions. Teachers require additional opportunities for vertical planning/ collaboration.
6	Difference between teacher and leader perceptions. For example, teachers rated Teachers' Use of Instructional Time at 4.08 compared with the leader rating of 3.00. Teachers rated Math Instruction at 4.20 compared to leaders' rating 2.58. Teachers rated Teacher Collective Efficacy at 3.85 compared to leaders' rating 2.75.	Need for clarity and calibration for campus-wide expectations, implementation, and evidence of effective instructional practices.

7 ★	40% of staff are not fully certified	A limited pool of certified teacher applicants.
8 ★	Teachers are not consistently implementing rigorous instruction that reflects the depth and complexity of the state standards and assessments.	Teachers need additional support in unpacking state standards and translating them into rigorous, standards-aligned instructional practices and learning tasks.
9 ★	Collaborative planning time is not consistently focused on high-quality, standards-aligned instructional resources.	Teachers spend significant PLC time locating and developing resources because available materials do not consistently meet the depth and complexity of the state standards.
10 ★	SWHE does not yet have consistently strong, reciprocal family-school partnerships that actively engage families as partners in students' academic success.	Families may not consistently have clear, accessible opportunities, strategies, or supports for participating in learning at school and at home.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local diagnostic reading assessment data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Special education/non-special education population including discipline, progress and participation data**

- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

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

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

Goal 1

ACADEMIC PERFORMANCE
All students will achieve academic success and demonstrate growth.

Performance Objective 1

☑ **High Priority**

On the 2026-2027 STAAR assessment, 70% of all fourth- and fifth-grade students will demonstrate growth in Reading and Math by advancing to the next performance category or maintaining their 2025-2026 STAAR performance category.

Evaluation Data Source: BM1
BM2
STAAR

Strategy 1

The campus leadership team, in collaboration with fourth- and fifth-grade teachers, will identify 70% of students for targeted goal setting and implement a systematic process to monitor, document, and review student progress throughout the school year.

Strategy's Expected Result/Impact: Improve student performance
Create a targeted group of students to improve accountability letter grades.

Staff Responsible for Monitoring: Principal
3-5 Academic Coaches
3-5 Accountability Teachers
504/RTI Coordinator

Problem Statements: Student Achievement 2

Formative Reviews

October	January	March	June

Strategy 2

Students who previously scored in the "Approaches," "Meet," or "Masters" category on the 2025-26 STAAR categories will receive targeted intervention if they score in a lower category on the 2026-27 common summative assessment.

Strategy's Expected Result/Impact: Increase in student performance

Staff Responsible for Monitoring: 4-5 Teachers
Instructional Coach
Principal

Problem Statements: Student Achievement 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Strategy 3

After the first nine weeks, students identified as "focus" students will be offered after-school tutorials during the fall and spring semesters.

Strategy's Expected Result/Impact: Improve academic performance on BM

Staff Responsible for Monitoring: 4th and 5th grade teachers
Admin

Problem Statements: Student Achievement 1, 1, 2

Formative Reviews

October	January	March	June

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	EB students: All Subjects: 48% Approaches, 19% Meets, and 3% Masters. Reading: Meets was 21% Math: Meets was 22%. Grade 4 Reading is especially concerning, with EB students at only 7% Meets and 0% Masters.	Failure to incorporate ELPs into the daily lesson
1	63% of 4th grade students made progress based on 2019 accountability data.	Lack of effective implementation of campus/district curriculum and targeted interventions. Teachers require additional opportunities for vertical planning/ collaboration.
2	Insufficient amount of students are performing at grade level in Math and Reading.	Lack of high-quality instructional material that aligns with state assessment standards utilized by teachers.

Performance Objective 2

35 % 3rd - 5th-grade students will meet grade-level standards on the RLA and Math STAAR assessment.

Evaluation Data Source: CSA's
BM2 scores
RLA/MATH STAAR Assessment

Strategy 1

Students who previously scored in the "Meets" category on the 2025-2026 STAAR categories will receive targeted intervention if they score in a lower category on the 2026-27 common summative assessment.

Strategy's Expected Result/Impact: Increase in student performance

Staff Responsible for Monitoring: 4-5 Teachers
Instructional Coach
Principal

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Performance Objective 3

18% of 3rd - to 5th-grade students will master grade-level skills in RLA, Math, and Science.

Evaluation Data Source: CSA
BM1 and BM2
STAAR

Strategy 1

Students who previously scored in the "Masters" category on the 2025-2026 STAAR categories will receive targeted intervention if they score in a lower category on the 2026-2027 common summative assessment.

Strategy's Expected Result/Impact: Increase in student performance

Staff Responsible for Monitoring: 4-5 Teachers
Instructional Coach
Principal

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 4

75% of all Pre-K students will be ON TRACK by EOY.

Evaluation Data Source: EOY DATA
Student data binders

Strategy 1

After the MOY assessment, students who are not "on track" will receive targeted intervention on the skill they should have mastered in the first semester of school.

Strategy's Expected Result/Impact: At least 75% of Pre-K students leave the grade level prepared for Kindergarten.

Staff Responsible for Monitoring: Pre-K teachers
Interventionist
504/RTI Coordinator
Instructional Coach

Formative Reviews

October	January	March	June

Performance Objective 5

75% of all K-5th-grade students will meet their typical growth goal on the math and reading EOY iReady assessment.

Evaluation Data Source: iReady Data
Student Data Trackers

Strategy 1

Provide targeted intervention during small group and intervention time to students who are not on grade level based on the BOY IReady diagnostic screener.

Strategy's Expected Result/Impact: Increase in student performance

Staff Responsible for Monitoring: K-5 math teachers
K-5 Team Leads
RTI/504 Coordinator
Reading Interventionist
Administrators

Problem Statements: Student Achievement 2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Strategy 2

RTI/504 Coordinator will run a monthly report to show that students are on track to meet their EOY goal. This report will be shared at the first leadership meeting and at the monthly team leaders meeting.

Strategy's Expected Result/Impact: Ongoing monitoring of students' progress

Staff Responsible for Monitoring: 504/RTI Coordinator
Principal
Instructional Coaches

Formative Reviews

October	January	March	June

Performance Objective 5 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Insufficient amount of students are performing at grade level in Math and Reading.	Lack of high-quality instructional material that aligns with state assessment standards utilized by teachers.

Performance Objective 6

35% of all K-5th-grade students will meet their stretch goal on the EOY math and reading Ready assessments.

Evaluation Data Source: iReady data
Student Data Trackers

Strategy 1

Students who do not meet half of their stretch goals on iReady MOY will receive targeted intervention.

Strategy's Expected Result/Impact: Increase in student performance

Staff Responsible for Monitoring: Teachers
504/RTi Coordinator
Campus Tutors
Instructional Coaches
Administrators

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Performance Objective 7

To improve academic performance, students must attend school. Therefore, the End-of-Year Attendance Report will demonstrate that SWHE maintained an overall student attendance rate of 95%.

Evaluation Data Source: EOY Attendance Report

Strategy 1

SWHE will implement a schoolwide attendance initiative to achieve a 95% attendance goal. SWHE will communicate progress weekly through announcements and classroom updates, with recognition and incentives provided each grading period to classes that meet the goal or demonstrate the highest attendance rates.

Strategy's Expected Result/Impact: Student Attendance

Staff Responsible for Monitoring: Homeroom Teacher
Assistant Principal
Campus Secretary

Problem Statements: Demographics 1

Funding Sources: Material and Food for Celebration 211 - Title I, Part A, $1,200

Formative Reviews

October	January	March	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Samuel Houston Elementary continues to experience attendance challenges, with a 94.8% YTD attendance rate and 11.4% chronic absenteeism rate.	High levels of economic and housing instability may contribute to inconsistent attendance. Approximately 75.7% of students are economically disadvantaged, and 7.4% are identified as homeless.

Goal 2

SAFE SCHOOLS
All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1

☑ **High Priority**

By September 11, 2026, all students will know, understand, and demonstrate campus-wide expectations to maximize instructional minutes.

Evaluation Data Source: Number of badges awarded specifically for cafeteria behavior and posted in the cafeteria.
School-Wide Routines Feedback Form

Strategy 1

The leadership team will develop and implement a campus-wide rubric for consistent routines and expectations. Throughout the year, leadership will monitor implementation, provide feedback, and share progress data with staff through the weekly Peek of the Week.

Strategy's Expected Result/Impact: Maximize instructional minutes
Decrease the number of student referrals

Staff Responsible for Monitoring: Leadership Team
Team Leaders
Teachers

Problem Statements: School Culture and Climate 1

Formative Reviews

October	January	March	June

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Difference between teacher and leader perceptions. For example, teachers rated Teachers' Use of Instructional Time at 4.08 compared with the leader rating of 3.00. Teachers rated Math Instruction at 4.20 compared to leaders' rating 2.58. Teachers rated Teacher Collective Efficacy at 3.85 compared to leaders' rating 2.75.	Need for clarity and calibration for campus-wide expectations, implementation, and evidence of effective instructional practices.

Performance Objective 2 ☑ High Priority

During the 25-26 school year all students will exhibit appropriate behaviors in all settings across the campus, through teacher use of CKH and PBIS strategies.

Evaluation Data Source: CKH Classroom Implementation Walkthrough Form
Skyward Canned Discipline Report
Badge counts by grade level for monthly behavior incentives

Strategy 1

By August 31st, 100% of instructional staff will implement the Social Contract, including rewards and consequences, based on CKH and PBIS.

Strategy's Expected Result/Impact: Decrease in ODR's

Staff Responsible for Monitoring: Counselor
CKH Process Champions
Teachers
Assistant Principals

Problem Statements: Demographics 1

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Strategy 2

Teachers will lead daily Morning Meetings utilizing District approved resources - Quaver to

teach, model, and implement proper social skills.

Teachers will teach lessons, Counselor will monitor implementation, and Administration will support as necessary.

Strategy's Expected Result/Impact: Increase in student SEL
Decrease in ODR's
Increase in student achievement

Staff Responsible for Monitoring: Teachers
Counselor
Admin

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Strategy 3

Counselor will be responsible for teaching guidance lessons to all grade level classes once each month.

Strategy's Expected Result/Impact: Decrease in ODR's
Increase in student achievement

Staff Responsible for Monitoring: Teachers
Counselor
Admin

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Strategy 4

By October 1st, Tier 2 behavior students will be identified and a Tier 2 plan will be developed, implemented and monitored. Adjustments will be made as needed to plans.

Strategy's Expected Result/Impact: Decrease in ODR's
Increase in student achievement

Staff Responsible for Monitoring: Teachers
Admin
District Behavior Support personnel

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Strategy 5

At the end of each grading period, the PBIS committee will recognize and celebrate students who successfully meet campus behavior standards.

Strategy's Expected Result/Impact: Improve student behavior

Staff Responsible for Monitoring: Assistant Principal
PBIS Committee
Process Champions

Problem Statements: Demographics 1

Formative Reviews

October	January	March	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Samuel Houston Elementary continues to experience attendance challenges, with a 94.8% YTD attendance rate and 11.4% chronic absenteeism rate.	High levels of economic and housing instability may contribute to inconsistent attendance. Approximately 75.7% of students are economically disadvantaged, and 7.4% are identified as homeless.

Performance Objective 3 ☑ High Priority

During the 26-27 school year, there will be a 10% decrease in student referrals.

Evaluation Data Source: Skyward discipline data (Canned Skyward Discipline Report) reviewed by CBC and campus administration monthly on Monday during Leadership meeting.

Strategy 1

Implement Quaver, a character education program with a social skills component, that will be taught daily during grade level morning meetings.

Strategy's Expected Result/Impact: Decrease the number of ODRs.

Staff Responsible for Monitoring: Counselor
Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Strategy 2

The PBIS committee will recognize and celebrate students who successfully meet campus behavior standards at the end of every marking period.

Strategy's Expected Result/Impact: Improve student behavior

Staff Responsible for Monitoring: Assistant Principal
PBIS Committee
Process Champions

Formative Reviews

October	January	March	June

Goal 3

COMMUNITY INVOLVEMENT
The District will provide parent and community partnerships in an environment that promotes trust and collaboration.

Performance Objective 1

85% of all parent responses to the 9-weeks survey will rate SWHE proficient or higher in the area of communication.

Evaluation Data Source: 9-Weeks Parent Survey

Strategy 1

Create and send Monthly campus newsletters to all stakeholders.

Strategy's Expected Result/Impact: Increase communication from campus to parents/stakeholders.

Staff Responsible for Monitoring: Receptionist
Registrar
Parent Engagement Committee
Administrators

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Strategy 2

Grade Level Newsletters to include learning targets, weekly events, and parent friendly intervention techniques to work with students on at home.

Strategy's Expected Result/Impact: Increase school to home communication.

Staff Responsible for Monitoring: Teachers
Team Leads

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Strategy 3

Starting October 1, the yearbook committee will be responsible for submitting positive photos of student learning to the campus Facebook page manager.

Strategy's Expected Result/Impact: Positive School Perception
Positive communication to the community

Staff Responsible for Monitoring: Teachers
Team Leads
Yearbook Coordinator
ILS

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Strategy 4

Throughout the year, teachers will make positive phone calls to parents to share good things that their student is doing. Teachers will also communicate student academic progress.

Strategy's Expected Result/Impact: Increase in positive school perception
Increase in teacher/parent communication
Increase in student achievement with parental involvement

Staff Responsible for Monitoring: Teachers
Team Leads
Administrators

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Performance Objective 2

65% of families who complete the parent engagement survey will rate Samuel W. Houston as proficient in communication, involving parents in students' academics, and hosting engaging events.

Evaluation Data Source: MOY and EOY Family communication, involvement, and engagement survey

Strategy 1

We will communicate to parents through grade level teams and through campus communication of the events scheduled for each month.

Strategy's Expected Result/Impact: SWHE looks to increase parent engagement and involvement in attending scheduled campus events.

Staff Responsible for Monitoring: Teachers
Administrators
Parent Engagement Committee
Receptionist
ILS-Social Media posts

Problem Statements: Family and Community Engagement 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	SWHE does not yet have consistently strong, reciprocal family-school partnerships that actively engage families as partners in students' academic success.	Families may not consistently have clear, accessible opportunities, strategies, or supports for participating in learning at school and at home.

Goal 4

RESOURCES
The District will ensure fiscal accountability and responsibility through transparent and sound stewardship of our resources.

Performance Objective 1

Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the districts mission and core belief statements.

Evaluation Data Source: Completed reviews of studies related to effectiveness completed and findings implemented.

Strategy 1

Maximize the use of local, state and federal funds to increase student achievement and the instructional capacity of the staff.

Strategy's Expected Result/Impact: Increased student achievement and staff capacity

Staff Responsible for Monitoring: Principal

Funding Sources: Campus Speaker/Presentation 211 - Title I, Part A, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Goal 5 The District will recruit and retain exceptional staff to inspire, encourage, and empower student academic and social success.

Performance Objective 1

75% of all instructional staff will return to SWHE for the 26-27 school year

Evaluation Data Source: 9-weeks staff survey

Strategy 1

Teachers who need instructional support will receive professional coaching sessions using the Observation/Feedback model.

Strategy's Expected Result/Impact: Mentorship and staff retention

Staff Responsible for Monitoring: Administrators
Instructional Coaches
Design Team

Problem Statements: Demographics 2 - Staff Quality, Recruitment, and Retention 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

October	January	March	June

Strategy 2

The instructional leadership team will attend Lead4Ward training to learn effective instructional strategies and resources to share with teachers in preparation for state assessments.

Strategy's Expected Result/Impact: Improve the instructional performance of teachers
Provide the tools and resources needed for engaging activities to prepare students for the state assessment.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 1

Formative Reviews

October	January	March	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The staff's capacity to meet the diverse needs of all students. 54.3% of teachers have only 1-5 years of experience, and the average teacher's experience is below district and state levels.	Limited teacher experience, combined with diverse student needs, increases the need for consistent instructional coaching, collaboration, and targeted professional development.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Insufficient amount of students are performing at grade level in Math and Reading.	Lack of high-quality instructional material that aligns with state assessment standards utilized by teachers.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	40% of staff are not fully certified	A limited pool of certified teacher applicants.

State Compensatory Education

State Compensatory

Budget for Samuel W Houston Elementary

Total SCE Funds: $414,273.00

Total FTEs Funded by SCE: 12.3

Brief Description of SCE Services and/or Programs

Personnel for Samuel W Houston Elementary

Name	Position	FTE
Alcala, Kassandra	IA-Bilingual	1
Austin, Mikayla	IA - General	1
Carbajal, Nely	Bilingual Dyslexia Teacher	0.3
Heinemeier, Kelli	Instructional Coach-EC-2	1
Horton, Danny	IA-General	1
Houston, Daquisha	IA - General	1
Lopez, Nayelie	IA-Bilingual	1
Mendoza, Sandra	IA-Bilingual	1
Moore, Kathy	Dyslexia Teacher	1
Parrish, Emma	IA-General	1
Siros, Cassy	Instructional Coach - Math	1
Tammy Sanders	MTSS Specialist	1
Tijerina, Ashley	Instructional Coach - ELA	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Cassy Siros	Instructional Coach - Math/Science	Title I	1
Kelli Heinemeier	Instructional Coach - EC-2	Title I	1
VACANT	Instructional Assistant	Title I	1

Funding Summary

Funding Summary

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Material and Food for Celebration	--	$1,200.00
4	1	1	Campus Speaker/Presentation	--	$5,000.00
				Sub-Total	$6,200.00
				Budgeted Fund Source Amount	$224,076.00
				+/- Difference	**$217,876.00**

255 - Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

263 - Title III, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

IDEA B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

LOCAL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

214 - Title IV, Part A, Sub 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Bilingual Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

212 - Title I, Part A, School Improvement Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00