Sam Houston Elementary School - Local Improvement Plan (SY 2026-2027)

District: Ennis Independent School District (EISD)
Campus: Sam Houston Elementary School
School Year: 2026–2027
Plan Status: Local Improvement Plan (LIP) - Developed in accordance with TEA SY 2026–2027 Guidance
Implementation Timeline: Developed, Board-Approved, and Implementation Underway by October 8th, 2026

I. Executive Summary & Campus Context

Sam Houston Elementary School is committed to upholding "Ennis Excellence" by fostering high academic expectations, professional educator growth, and vibrant family partnership. To address campus priorities and drive sustained academic growth, this Local Improvement Plan (LIP) aligns Sam Houston's 2026–2027 Campus Plan-on-a-Page priorities with Texas Education Agency (TEA) local improvement requirements. The plan synthesizes current campus strengths and growth opportunities into a structured, evidence-based operational framework.

Comprehensive Needs Assessment Summary

Campus Strengths	Opportunities for Growth
1. High innovation and flexibility with new educational ideas and practices.	1. Providing frequent, actionable feedback to increase instructional productivity and ensure HQIM fidelity.
2. Strong staff content knowledge across core subject areas.	2. Monitoring and adjusting daily Tier 1 instruction to meet diverse student needs in real time.
3. Robust culture of support for students and campus staff.	3. Disaggregating student data and pinpointing target areas during PLC

Campus Strengths	Opportunities for Growth
	lesson internalization.
4. Consistent systems for staff and student recognition.	4. Cultivating instructional flexibility and vulnerability when identifying areas needing growth.
5. Active daily communication channels with parents and guardians.	5. Strengthening PLC practices with intentional procedures such as internalization, daily collaboration and modeling effective instructional practices.
6. Strong foundation in building authentic relationships with students and families.	6. Expanding staff-driven professional development opportunities.
7. School-wide and classroom-level emphasis on diversity and inclusion.	7. Elevating structured family and community engagement initiatives.
8. Highly supportive Parent Teacher Organization (PTO).	8. Streamlining cross-grade instructional alignment and pacing through Tier I instruction.

II. Campus Student Performance Goals

In accordance with TEA requirements, the following annual student performance goals establish clear, measurable targets across the three core strategic pillars of Sam Houston Elementary:

Pillar 1: Innovative Learning (Core Math Instruction & HQIM Fidelity)

Annual Goal: By the end of the 2026–2027 school year, Tier 1 core math instruction across all grade levels will be strengthened through the consistent implementation of Bluebonnet Learning Math High-Quality Instructional Materials (HQIM) with fidelity. As a result, at least 80% of weekly Tier 1 math walkthroughs

will demonstrate high-fidelity curriculum implementation (adherence to lesson design, task rigor, student engagement, and instructional pacing), and campus student performance on math interim assessments will show a 10% increase or above in Approaches, Meets, and Masters performance levels from Fall 2026 to Spring 2027.

Pillar 2: Empowering and Equipping Educators (High-Effective PLCs)

Annual Goal: During the 2026–2027 school year, Sam Houston Elementary will cultivate a highly effective Professional Learning Community (PLC) where 100% of teachers consistently collaborate to analyze student data, refine instructional strategies, and improve student outcomes through lesson internalization prior to every lesson and proactive identification of potential student misconceptions.

Pillar 3: Engaged Families and Community

Annual Goal: Throughout the 2026–2027 school year, Sam Houston Elementary will foster a safe, welcoming, and culturally diverse school environment that actively engages at least 75% of families as collaborative partners in their children's education.

III. Evidence-Based School Improvement Strategies

To achieve the established goals and address identified growth areas, Sam Houston Elementary will execute three primary evidence-based improvement strategies, each supported by detailed actionable steps:

Strategy 1: High-Quality Instructional Materials (HQIM) Implementation & Tier 1 Math Enhancement

- **Data-Driven PLC Internalization:** Conduct weekly data-driven PLC meetings focused on deep internalization of module assessments and prospective student misconceptions, correlated directly with specific TEKS identified in district assessments.
- **Manageable Progress Monitoring System:** Establish a manageable, weekly progress monitoring system led by the Instructional Support Team to build teacher buy-in and closely track student response to Tier 1 instruction.
- **Growth-Centered Campus Data Room:** Create and maintain an active

campus data room where all staff regularly analyze progress, highlight successes, and address growth opportunities across grade levels and content areas.
- **Observation & Feedback Loop:** Utilize district- and TEA-approved observation rubrics focused on Tier 1 instruction to provide teachers with same-day actionable feedback.

Strategy 2: Educator Empowerment through Structured Professional Learning Communities

- **Team Leader Training & Capacity Building:** Establish and rigorously train grade-level team leaders to facilitate PLC meetings with confidence and fidelity.
- **Monthly Learning Talks:** Conduct monthly "Learning Talks" in conjunction with Collaborative Team Meetings to study high-yield instructional practices.
- **Classroom Look-For Walks:** Execute regular classroom "look-for" walkthroughs utilizing district-approved feedback tools.
- **EISD Curriculum Team Collaboration:** Maintain structured, ongoing collaboration with the EISD Curriculum Team to align pacing, assessments, and pedagogical strategies.

Strategy 3: Structured Family & Community Partnerships

- **"Mission Control" 9-Week Pulse Checks:** Provide weekly communication and 9-week pulse check updates addressing specific topics and feedback requested by parents.
- **Cultural & Community Events:** Host community-building events, including the Dia de los Muertos Gallery Walk & Family Tributes in October.
- **PTO Collaborative Programs:** Partner with the PTO to host traditional engagement events, such as "Games with Grandparents" and the 1st-Grade Thanksgiving Feast.
- **Campus Celebrations & Discovery Nights:** Organize Field Day events, holiday parties, award ceremonies, and interactive "Discovery Nights" where parents teach hobbies and trades to students.

IV. District and Campus Leadership Monitoring Plan

Monitoring implementation fidelity is critical to ensuring strategy execution translates directly into improved student performance. The table below outlines

the joint monitoring routines established by campus and district leadership:

Leadership Level	Role / Stakeholder	Monitoring Activity & Tool	Frequency	Target Artifact / Indicator
Campus Leadership	Principal & instructional coach	Tier 1 Math Classroom Walkthroughs using TEA/District approved rubrics	Weekly	≥80% fidelity score on walkthrough feedback logs; same-day feedback delivery
Campus Leadership	Principal & CARE team	Weekly Progress Monitoring & Student Response Analysis	Weekly	CATALYST progress monitoring reports & Tier 1 response logs
Campus Leadership	PLC Team Leaders & Faculty	Data Room Internalization Meetings & Misconceptio n Analysis	Daily	Module assessment prep sheets, TEKS alignment maps, data room tracking boards
District Leadership	EISD Curriculum Team	Joint Classroom Calibration Walks & PLC Co-Observati ons	Monthly	Calibration reports, HQIM pacing alignment logs, Learning Talk feedback
District	District Executive	Interim Assessment	Quarterly	mCLASS, TFAR, &

Leadership Level	Role / Stakeholder	Monitoring Activity & Tool	Frequency	Target Artifact / Indicator
Leadership	Leadership	Data Reviews & LIP Benchmark Reviews		Module Assessment performance reports (≥10% growth target)

V. Reallocation of Resources (Time, Funding, Staffing)

To ensure successful execution of the school improvement strategies, Sam Houston Elementary and EISD leadership have reallocated campus resources across time, staffing, and funding as detailed below:

1. Allocation of Time

- **Protected PLC & Internalization Time:** Dedicated weekly grade-level PLC blocks embedded in the master schedule specifically reserved for HQIM lesson internalization, misconception forecasting, and TEKS alignment.
- **Monthly Learning Talks:** Release time allocated once per month for Collaborative Team Meetings and cross-grade "Learning Talks."
- **Protected Walkthrough & Feedback Windows:** Leadership team daily calendar reservation dedicated strictly to Tier 1 classroom walkthroughs and immediate same-day feedback delivery.

2. Reallocation of Staffing & Personnel Roles

- **Instructional Support Team Focus:** Reassignment of Instructional Support Team duties to prioritize weekly Tier 1 math progress monitoring, co-coaching, and data room management.
- **Empowered PLC Team Leaders:** Identification and specialized coaching of campus team leaders to autonomously run data-driven PLC meetings and foster professional vulnerability.
- **NIET & District Support Integration:** Direct deployment of NIET specialists and EISD Curriculum Team specialists into campus coaching rotations.

3. Reallocation of Funding & Physical Resources

- **Campus Data Room Construction:** Direct allocation of campus resources to equip a dedicated, growth-centered Data Room with physical tracking displays, assessment software access, and collaborative planning tools.
- **HQIM Materials & Supplemental Tools:** Full procurement and district supply of Bluebonnet Learning Math HQIM kits, digital access, and CATALYST progress monitoring systems.
- **Family & Community Engagement Funds:** Campus activity budget reallocation to support parent engagement programs ("Mission Control" updates, Dia de los Muertos event materials, Discovery Night setup, and Raptor visitor system maintenance).

VI. Plan Escalation & Contingency Actions

In accordance with TEA LIP guidance, if monitoring data indicates that the Local Improvement Plan is not achieving its intended milestones or student performance growth, Sam Houston Elementary will execute the following multi-tiered escalation protocol:

Level 1 Contingency: Mid-Course Instructional Adjustments (Triggered if Fall/Winter Interim Growth < 5% or Walkthrough Fidelity < 70%)

- **Targeted Coaching Cycles:** Mandatory 1-on-1 coaching cycles led by EISD Curriculum Specialists and NIET specialists for classrooms struggling with HQIM implementation.
- **Required Lesson Internalization Submissions:** Weekly advance submission and review of lesson internalization planning documents to the Instructional Support Team prior to instruction.
- **Increased Observation Frequency:** Elevation of walkthrough frequency to bi-weekly targeted observations with direct modeling and co-teaching support.

Level 2 Contingency: Intensive District Intervention (Triggered if Progress Monitoring Shows Persistent Gaps by End of Q3)

- **District-Led PLC Audit & Restructuring:** EISD Curriculum Leadership

intervention to directly facilitate PLC internalization sessions and adjust pacing schedules.
- **Supplemental Student Intervention Allocation:** Reallocation of campus interventionists and tutoring resources to provide immediate targeted Tier 2/3 math acceleration groups during school hours.
- **Mandatory Staff Professional Development:** Customized, staff-wide professional development modules focused on daily monitoring and adjusting of core Tier 1 instruction.

Level 3 Contingency: TEA Escalation & Plan Transition

- **Escalation to Targeted Improvement Plan (TIP):** If campus performance triggers multi-year federal or state accountability identification (such as receiving an ATS identification for a third consecutive year), the campus intervention will escalate from maintaining a local LIP to submitting a formal Targeted Improvement Plan (TIP) or Turnaround Plan (TAP) via the TEA 806 platform as outlined in agency guidelines.

VII. Key Measures and Indicators of Success

Priority Area	Key Performance Indicators (KPIs)	Data Sources & Evaluation Tools
Math Instruction & HQIM	≥80% high-fidelity Tier 1 walkthroughs; ≥10% growth in Approaches/Meets/Masters math performance each module	CATALYST progress monitoring, mCLASS, TFAR, and Bluebonnet module assessments
Educator & PLC Culture	100% teacher participation in lesson internalization; High level of instructional vulnerability and collaborative reflection	Walkthrough data, teacher self-reflection tools, NIET specialist feedback, PLC norm logs

Priority Area	Key Performance Indicators (KPIs)	Data Sources & Evaluation Tools
Family & Community Engagement	≥75% active family engagement; Increased parent volunteer rates and positive survey response	Quarterly family surveys, parent meeting feedback, event attendance, Raptor visitor logs