

Corsicana Independent School District

2018-2019 Sam Houston Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sam Houston student make up is: 2.4% African American, 77% Hispanic, 20% White, .5% two or more. Currently we have 7.6% students identified as Gifted and Talented. Teacher make up is 33% Hispanic, 67% white. We do not have a high turnover rate with teachers or students. We have approximately 281 students on free lunch. We have very few At Risk students; the students we do have that are considered At Risk are LEP, dyslexia, and 504 students. We have 6- 504 students, 3 dyslexic students, 5 speech students, and 55% LEP students. Sam Houston has a good attendance rating- approximately 96%. Perfect attendance incentives are given monthly and per 9 weeks. Weekly grade level Attendance challenges are presented.

Demographics Strengths

Sam Houston has a variety of students from across the district. Since we are a school of choice, we do not have an attendance zone. Even with our high Economically disadvantaged number, our students perform well. Our parents are very supportive. The teacher ethnicity balance is close: 44/56% This helps parents and students identify with teachers better.

Student Achievement

Student Achievement Summary

Sam Houston student achievements are as follows-

All tests- Approaches 90%, Meets 61%, Masters 31%

Domain 1 - Student Achievement- 90%

Domain 2- School Progress- 91%

Domain 3- Closing the Gaps- 100%

STAAR scores-

3rd Reading- 88% Math- 100%

4th Reading- 90% Math- 98% Writing- 76%

Sam Houston also earned 4 Distinctions: Academic Achievement in ELAR, AA in math, Top 25% Closing performance gaps, Postsecondary Readiness.

Student Achievement Strengths

Sam Houston's Strengths: 4 Distinctions earned by TEA- AA in ELAR, AA in math, AA, top 25% closing performance gaps, and Post secondary readiness. Sam Houston made the Blue Ribbon Honor Roll list; this is the first time ever that this has been accomplished.

Teachers use appropriate interventions that are focused and purposeful. Teachers collaborate vertically and have strong Tier 1 instruction. Teachers also use the RTI data and common assessment/ benchmark data discussed in DATA talk meetings to make appropriate instructional decisions. Weekly PLC meetings keep teachers focused on the needs of students and their strengths. Frequent walk throughs and Peer to Peer observations strengthen teachers' instructional practices.

Students are learning in 2 languages: English and Spanish

Great participation in the 3rd-4th grade Spanish spelling bee- 65 participants. Practices began third week of September. All Spanish teachers are participating by coaching. The winner is competing in San Antonio at the Regional Spanish Spelling bee.

Strong participation in UIL- coaches meet weekly beginning first of October to work with students.

School Culture and Climate

School Culture and Climate Summary

Sam Houston has an outstanding school culture. Students, teachers, and parents are happy and positive. Students are happy to be at school and the overall attitude is a positive one. Teachers truly care about the students and work together well with one another to ensure student success. The teachers help to put on school programs: Fall Festival, Veteran's day, Christmas, Black History Month, and Cinco de Mayo are examples of programs performed by students.

The school PTO is very supportive of our teachers and students. Fundraisers are supported by parents. Since the campus is a smaller size, the atmosphere is more like a family. Everyone helps one another.

School Culture and Climate Strengths

1. School programs- total school participation and supported by parents
2. Friendliness- all staff are very friendly to one another, to parents and guests.
3. 4th grade Leadership program- these students help greet students as they enter in the mornings, greet guests when we have special programs, pick up the morning breakfast bags, and help lead special events. These students are called the Sam Houston Somebodies.
4. Principal, counselor, and librarian greet and welcome all students before school every day.
5. Our campus police officer is very involved, friendly with students and parents, and helpful.
6. Campus size is smaller- this helps to create the "family" atmosphere.
7. The campus custodians are helpful, friendly, and keep the school looking great.
8. Excellent communication through: Sam Houston's facebook page, Sam Houston's page on the district website, marquee, monthly newsletters, Grade level newsletters, Wednesday folders, class dojo, and notes by teachers.
9. High 5 Fridays- students from the High school are invited to come and help greet our students before school by giving them a "high 5" to start their day while music is playing. This has now been adopted by the district so that all schools participate in High 5 Friday. Attendance has improved on Fridays due to this practice.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

1. Strong teachers with experience.
2. Low teacher turnover.
3. Highly qualified English teachers and highly qualified Bilingual teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Common based assessments are used from the district. All data is inputted in DMAC for teachers to see and analyze. Teachers are to follow and use the Fundamental 5 in their daily teaching. Grade levels meet as PLCs weekly to discuss and analyze student performance. Tier 1 instruction is strong; teachers are using small groups to meet the needs of each student.

Curriculum, Instruction, and Assessment Strengths

1. The curriculum is streamlined through the different grade levels.
2. Vertical teaming helps with gaps between grade level TEKS.
3. The use of Spalding/ phonics in the English classrooms and the use of Estrallita in grades K-1 in Spanish classrooms on a daily basis.
4. Our faculty follows the Gomez and Gomez model- this is improving our Literacy skills in Kinder and first grade.
5. The use of Think Tanks by the teachers for the students who need enrichment, along with technology taught by our librarian for 3rd and 4th grade enrichment/ Tiger time. This will help with the number of students meeting the Masters and Meets levels of STAAR.
6. Weekly assessments are aligned with instruction.
7. Our teachers are focused on teaching and there is no wasted time.

Parent and Community Engagement

Parent and Community Engagement Summary

Overall, Sam Houston has great family involvement with regard to student success in the classroom and supporting students in special programs. Our PTO is also very supportive of our faculty and students. Things Sam Houston does to encourage parent and community involvement include-

Meet the Teacher night, Open House, Parent/ teacher conferences, PTO monthly meetings, PTO Schoolwide- Bookfair Muffins with moms, Donuts with Dads, and grandparents lunch, Veteran's Day program whereby Veterans from across the community are invited to be recognized by our students and staff, High 5 Fridays- community members are invited to welcome and encourage students to have a great day, Fall Festival- is open to the community to come and partake in a festival, restaurants invited to come and share samplings of their food, salsa tasting contest, Christmas program, Christmas angels- where we as a campus adopt families in need, Black History Awareness month- showcasing specific famous African Americans, 100th Day of School/ Character book day, Field trips, Field day- where we invite parents to help support a fun field day for students, End of year programs

Parent and Community Engagement Strengths

1. VOICE comes to the classrooms and works with students.
2. Students stay once a week for Spanish spelling bee practice and students stay for UIL practice- parents pick up at 4:15.
3. After school YMCA program is present on our campus for students to work with
4. Huge family support for Veteran's Day program, Book Fairs, Fall Festival, Christmas program, Cinco de Mayo program

Technology

Technology Summary

Technology has improved at Sam Houston and is being used by all students and teachers.

Technology Strengths

1. Sam Houston has a new computer lab. We moved the lab to a much bigger classroom.
2. We have increased morning computer lab participation by having students work on Istation and Moby Max.
3. We have 2 carts with 30 Ipads on each cart to use for intervention in grades kinder, first, and second grades.
4. Our librarian is using technology with our students on a daily basis.
5. Our librarian is collaborating with our teams to reinforce skills with technology.
6. Technology is being used on a daily basis with all students and teachers.
7. We have the new smart boards in every classroom.
8. Teachers are now saving things to One Drive.
9. Each classroom teacher now has 4 desktop computers for students.

Comprehensive Needs Assessment Data Documentation

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




Goals

Goal 1: Sam Houston Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: Students will be immersed in reading instruction that reflects best practices and improves reading achievement in English and Spanish.

Evaluation Data Source(s) 1: Benchmark data, DMAC reports, Isteep and Istation reports for BOY, MOY, EOY, TELPAS, annually, STAAR reports- annually, Common Assessments,

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Implement classroom strategies that include: Daily 3-5 Istation Spalding Phonics Estrallita Fundamental 5 ELPS		Principal, Teachers, Curriculum Department	Progress monitoring, Common Assessments, benchmarks, STAAR reports, Istation, Moby Max, ISteep, Telpas, Classroom observations, informal skills checks, and fluency checks				
	Funding Sources: 199 BiLingual - 1015.00						
2) Implement reading strategies to improve reading comprehension that include: Istation Isteep Frequent Small Group and purposeful talk The use of seed questions Higher level questioning Cold/ Hot reading fluency practices Lead4Ward playlist		Principal, Teachers, and Curriculum Department	Progress monitoring, Classroom observations, Monthly Istation scores, Isteep progress and informal skills checks				
Critical Success Factors CSF 1 CSF 4 3) Implement STAAR level questioning practice for third and fourth grade students.		Principal, Teachers, Curriculum department, Interventionists	Benchmark, Common Assessments, and STAAR performance				
	Funding Sources: 199 comp Ed. - 3000.00						

4) Implementation of DEAR time, (Drop Everything and Read) each Friday mornings from 7:50-8:10.		Teachers and administrator	Students will acquire a greater love for reading. Reading will improve in all grade levels.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Will provide more vertical teaming and planning for teachers in order to collaborate for crucial planning. Teachers will have a greater knowledge of the content/ TEKS , alignment to the appropriate rigor of the TEKS, and implementation of effective teaching practices.</p>	2.4, 2.5	Principal, teachers	Teachers will become more focused on student progress with the use of Lead4ward field guides and teaching strategies.				
6) Peer to Peer teacher observations will help with teachers gaining good ideas to help with reading instruction and reading improvement.							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Sam Houston Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 2: Students will be provided support services in order to achieve higher academic performance and personal excellence in writing.

Evaluation Data Source(s) 2: Benchmark data, DMAC reports, Isteep, Istation reports, BOY, MOY, EOY, TELPAS, annually, STAAR reports- annually, Common Assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Implement classroom strategies to improve writing skills across the curriculum that include: the use of Writing strategies from the Schaffer Writing program Fundamental 5 Writing Critically with exit tickets, journal writing- LOD time Vertical teaming planning project based learning Calibration with lesson planning		Principal, Counselor, Librarian, Teachers	Common based Assessments, classroom grades, Growth in Istation and Moby, Classroom observations and informal skills checks				
2) The Language of the Day Journals and Word walls will be utilized to help and encourage students to read and write daily.		Principal, teachers, curriculum team	Growth in writing for all students.				
3) Teachers will use the ELPS strategies to help students increase their understanding of higher order thinking skills.		Teachers, Principal, Curriculum and Instruction	Students will gain a better understanding of higher order leveled questioning.				
4) We will ensure the curriculum alignment process through the use of calibration of lessons and making sure our lesson plans are aligned appropriately.		Teachers and Principal	Teachers' lesson plans are targeted and aligned with the TEKS. Student learning is impacted with greater focus.				
5) Teachers will design lessons to incorporate small group instruction utilizing hands-on learning and use of manipulatives for concrete application of concepts. This should include Reading, guided math, Tiger Time, and during reteaching.		Teachers and principal	Increased student achievement and content mastery in all grades and content areas.				
6) Sam Houston will use its Writing vertical team and writing expectations will be implemented and utilized.							

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 1: Parents and PTO will provide support to students and staff with after school involvement in order to maintain a vital partnership.

Evaluation Data Source(s) 1: Attendance at each parent/ community event, students' school attendance Benchmark data, DMAC reports, , TELPAS, STAAR reports-annually

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Sam Houston staff and the PTO will implement partnering programs such as: Veteran's Day program, Cinco de Mayo program, Black History Month awareness, Christmas program, Fall Festival, Open House, Meet the Teacher, Monthly PTO meetings , school- wide book fair with special days assigned, cultural events		Principal, counselor, nurse, Teachers, PTO president	Parent and community attendance				
2) We will regularly use Social Media to inform and communicate with the community and our parents; such as: School Website, School Facebook page, teacher web pages, Sam Houston monthly newsletter, team newsletters, Twitter, and the use of the Marquee. We will also use class dojo, Group Me, and emails in order to communicate with our parents.		Principal, teachers, custodians	Participation in campus activities, greater participation in PTO meetings.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Sam Houston Elementary will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 1: Parents and all visitors that enter into the school will check in to the office upon entering the school building using the secured vestibule entry.

Evaluation Data Source(s) 1: Raptor data, TxEIS data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Secure vestibule entry, welcome window in the office, Keyless entry, visitor check in, visitor stickers, Raptor system, Fire drills, lock down drills bad weather drills Each classroom has interior locks to maintain a secure classroom environment. Students also have student Identification badges.</p>		Principal, teachers, counselor, nurse, office staff, School Officer	Student and staff safety				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Acknowledgement and recognition of character traits by our counselor. Students are encouraged also to write great things they observe to be read over the announcement.</p>		Counselor, principal, teachers	Leadership and character qualities instilled in students, pride in themselves and in their school, reduction of office referrals, and improvement in attendance.				
<p>3) Campus emergency plan updated annually and all staff and students participate in all required safety drills each month. fire, evacuation, shelter, lock out, lock down</p>		Campus leadership team, campus officer, teachers, students	Students and staff are aware of all drills and know what to do appropriately.				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							