

Corsicana Independent School District

2021-2022 Sam Houston Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sam Houston student make up is: 82% Hispanic, 13% White, 4% African American, 1% Two or More and 1 Asian student. Currently we have 12% of our students identified as Gifted and Talented. Teacher make up is 46% Hispanic, 54% white. We generally do not have a high turnover rate with teachers or students. We have approximately 84% of our students on free or reduced lunch. 64% of our students are At Risk. We have 24 total 504 students of which 12 are dyslexic and 12 for other reasons. We also have 10 speech students and 47% of our students are LEP. Sam Houston has a good attendance rating- approximately 96%. Perfect attendance incentives are given monthly and per 9 weeks.

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: 54/46% This helps parents and students identify with teachers better. One thing we are adding to communication on social media is including Spanish in all posts on any of our Facebook pages (school, grade level, and PTO).

Student Achievement

Student Achievement Summary

2020-2021 Districts were not rated.

Sam Houston student achievements in 2018-19 was as follows:

All tests- Approaches 93%, Meets 56%, Masters 30%

Domain 1 - Student Achievement- 90%

Domain 2- School Progress- 91%

Domain 3- Closing the Gaps- 82%

STAAR scores-

3rd Reading- 82% Math- 97%

4th Reading- 87% Math- 98% Writing- 96%

Sam Houston also earned 2 Distinctions: Academic Achievement in Math, Top 25% Postsecondary Readiness.

Student Achievement Strengths

Sam Houston's Strengths: 2 Distinctions earned by TEA- top 25% Academic Achievement in Mathematics, and Post Secondary Readiness.

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. Bi-monthly PLC meetings keep teachers focused on the needs of students and their strengths. Frequent walk throughs strengthen teachers' instructional practices.

Students are learning in 2 languages: English and Spanish

Strong participation in UIL

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 program, 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, deliver the morning breakfast bags, and help lead special events. These students are called the Team Leaders.
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 provided in English and Spanish 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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Once a teacher is hired to teach at Sam Houston Elementary, they stay unless they move, retire, or move on to a different area in education.

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 input 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 is attempting to use the Gomez and Gomez model- this is improving our Literacy skills in Kinder and first grade.
5. We are using Education Galaxy and Istation for interventions (RTI) when students are not at a teacher table.
6. Weekly assessments and HMM Module 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 campus and works with students.
2. After school YMCA program is present on our campus for students to work with
3. Huge family support for Veteran's Day program, Book Fairs, Fall Festival, Christmas program, Cinco de Mayo program

Technology

Technology Summary

By November 2021, Sam Houston will be 1 to 1 with technology. PreK will have iPads and K-4th grade students will have laptops.

Technology Strengths

1. Students are 1-1 in the classroom.
2. Our librarian is collaborating with our teams to reinforce skills with technology.
3. Technology is being used on a daily basis with all students and teachers.
4. We have the new smart boards in every classroom.
5. Teachers are now saving things to One Drive.
6. Each classroom teacher now has computer carts with computers for each student.
7. Some teachers are using ClassKick for oral administration of tests so students can on demand questions and answer choices to be read to them individually without waiting on teacher.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Corsicana ISD will meet or exceed all state and federal standards for Academic Excellence.

Performance Objective 1: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 39% to 41% by June 2021 and by June 2024 will increase to 49%.

HB3 Goal

Evaluation Data Sources: STAAR Results, TAPR for Sam Houston

Strategy 1 Details
<p>Strategy 1: Effective core instruction utilizing lesson plans which align to appropriate level of rigor.</p> <p>Strategy's Expected Result/Impact: Increase in students' reading literacy.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Instructional Coaches, and Curriculum Department</p>
Strategy 2 Details
<p>Strategy 2: Use of high level of materials such as HMH for core instruction and Istation and Education Galaxy for intervention</p> <p>Strategy's Expected Result/Impact: Increase in students' reading literacy and filling students' gaps in reading</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Instructional Coaches, and Curriculum Department</p>
Strategy 3 Details
<p>Strategy 3: Teachers will design and deliver high quality lessons to ensure EL students receive core instruction and intervention in their L1 in Reading</p> <p>Strategy's Expected Result/Impact: The percent of EL students who score "Meets" Grade Level or "Above" on STAAR will increase from 26% to 30% by June 2021 and by June 2024 will increase to 43%.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Instructional Coaches, and Curriculum Department</p>

Goal 1: Corsicana ISD will meet or exceed all state and federal standards for Academic Excellence.

Performance Objective 2: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Math will move from 73% to 68% by June 2021 and by June 2024 will increase to 74%.

Evaluation Data Sources: STAAR Results, TAPR for Sam Houston

Strategy 1 Details
<p>Strategy 1: Increase 3rd grade math proficiency through effective implementation of the RTI program, use of Istation and Education Galaxy, small groups and daily Moby Fact Master.</p> <p>Strategy's Expected Result/Impact: Sam Houston's continued annual increases will contribute to the district goal of __% by June 2024.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Instructional Coaches, and Curriculum Department</p>
Strategy 2 Details
<p>Strategy 2: Effective core math instruction utilizing lesson plans which align to appropriate level of rigor.</p> <p>Strategy's Expected Result/Impact: Increase in students' mathematical literacy</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Instructional Coaches, Curriculum Department</p>
Strategy 3 Details
<p>Strategy 3: Use of high level of materials such as Think Central and Think Up Math for core instruction and Istation Math and Education Galaxy for intervention</p> <p>Strategy's Expected Result/Impact: Students will have increased conceptual knowledge of math to successfully read and solve math problems.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Instructional Coaches, and Curriculum Department</p>
Strategy 4 Details
<p>Strategy 4: Consistent practice of math facts utilizing Moby Fact Master</p> <p>Strategy's Expected Result/Impact: Students will readily be able to perform basic operations with automaticity which will contribute to successfully solving math word problems.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Instructional Coaches, Curriculum Department.</p>

Goal 1: Corsicana ISD will meet or exceed all state and federal standards for Academic Excellence.

Performance Objective 3: Students will be immersed in reading instruction that reflects best practices and improves reading achievement in English and Spanish.

HB3 Goal

Evaluation Data Sources: Benchmark data, DMAC reports, Istation reports for BOY/MOY/EOY, Education Galaxy reports, Common Assessments, TELPAS - annually, STAAR reports- annually

Strategy 1 Details

Strategy 1: Implement classroom strategies that include:

- Daily 3-5
- Istation
- Spalding Phonics
- Estrallita
- Fundamental 5
- ELPS

Strategy's Expected Result/Impact: Progress monitoring, Common Assessments, benchmarks, STAAR reports, Istation, Moby Max, ISteep, TELPAS, Classroom observations, informal skills checks, and fluency checks

Staff Responsible for Monitoring: Principal, Teachers, Curriculum Department

Strategy 2 Details

Strategy 2: Implement reading strategies to improve reading comprehension that include:

- Istation
- Isteep
- Frequent Small Group and purposeful talk (Bilingual Pairs)
- The use of seed questions
- Higher level questioning
- Cold/ Hot reading fluency practices
- Lead4Ward playlist

Strategy's Expected Result/Impact: Progress monitoring, Classroom observations, Monthly Istation scores, Isteep progress and informal skills checks

Staff Responsible for Monitoring: Principal, Teachers, and Curriculum Department

Strategy 3 Details

Strategy 3: Implement STAAR level questioning practice for third and fourth grade students.

Strategy's Expected Result/Impact: Benchmark, Common Assessments, and STAAR performance

Staff Responsible for Monitoring: Principal, Teachers, Curriculum department, Interventionists

Strategy 4 Details

Strategy 4: Implementation of DEAR time, (Drop Everything and Read) each Friday morning from 7:45-8:10.

Strategy's Expected Result/Impact: Students will acquire a greater love for reading. Reading will improve in all grade levels.

Staff Responsible for Monitoring: Teachers and administrator

Strategy 5 Details

Strategy 5: Will provide more peer 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.

Strategy's Expected Result/Impact: Teachers will become more focused on student progress with the use of Lead4ward field guides and teaching strategies.

Staff Responsible for Monitoring: Principal, teachers, C&I

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5

Strategy 6 Details

Strategy 6: Vertical Planning will help with teachers gaining good ideas to help with reading instruction and reading improvement.

Strategy's Expected Result/Impact: Teachers will understand the needs of students as they discuss student struggles in their next grade.

Staff Responsible for Monitoring: Principal, Teachers

Goal 1: Corsicana ISD will meet or exceed all state and federal standards for Academic Excellence.

Performance Objective 4: Students will be provided support services in order to achieve higher academic performance and personal excellence in Reading, Math, and Writing.

Evaluation Data Sources: Benchmark data, DMAC reports, Istation reports for BOY/MOY/EOY, Education Galaxy reports, Common Assessments, TELPAS - annually, STAAR reports- annually

Strategy 1 Details

Strategy 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

Strategy's Expected Result/Impact: Common based Assessments, classroom grades, Growth in Istation and Moby, Classroom observations and informal skills checks

Staff Responsible for Monitoring: Principal,

Counselor, Librarian, Teachers

Strategy 2 Details

Strategy 2: The Language of the Day Journals and Word walls will be utilized to help and encourage students to read and write daily in both English and Spanish.

Strategy's Expected Result/Impact: Growth in writing for all students.

Staff Responsible for Monitoring: Principal, teachers, curriculum team

Strategy 3 Details

Strategy 3: Teachers will use the ELPS strategies to help students increase their understanding of higher order thinking skills.

Strategy's Expected Result/Impact: Students will gain a better understanding of higher order leveled questioning.

Staff Responsible for Monitoring: Teachers, Principal, Curriculum and Instruction

Strategy 4 Details

Strategy 4: We will ensure the curriculum alignment process through the use of HMH & Think Up Math lessons and making sure our lesson plans are aligned appropriately.

Strategy's Expected Result/Impact: Teachers' lesson plans are targeted and aligned with the TEKS. Student learning is impacted with greater focus.

Staff Responsible for Monitoring: Teachers and Principal

Strategy 5 Details

Strategy 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.

Strategy's Expected Result/Impact: Increased student achievement and content mastery in all grades and content areas.

Staff Responsible for Monitoring: Teachers and principal

Strategy 6 Details

Strategy 6: Sam Houston will use its Writing vertical team and writing expectations will be implemented and utilized. We will also use Gomez and Gomez expectations using Bilingual partners to help students write in both languages.

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 Sources: Attendance at each parent/ community event, students' school attendance, Benchmark data, DMAC reports, TELPAS, STAAR reports-annually

Strategy 1 Details
<p>Strategy 1: Sam Houston staff and the PTO will implement partnering virtual 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</p> <p>Strategy's Expected Result/Impact: Parent and community attendance</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Nurse, Teachers, PTO officers</p>
Strategy 2 Details
<p>Strategy 2: We will regularly use Social Media (in English and Spanish) to inform and communicate with the community and our parents; such as: School Website, School Facebook page, teacher web pages, Sam Houston weekly newsletter, team newsletters, Twitter, and the use of the Marquee. We will also use Class Dojo, Zooms, and emails in order to communicate with our parents.</p> <p>Strategy's Expected Result/Impact: Participation in campus activities, greater participation in PTO meetings.</p> <p>Staff Responsible for Monitoring: Principal, teachers, custodians</p>

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 Sources: Raptor data, TxEIS data

Strategy 1 Details
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Student and staff safety</p> <p>Staff Responsible for Monitoring: Principal, teachers, counselor, nurse, office staff, School Officer</p>
Strategy 2 Details
<p>Strategy 2: Share positive character traits and quotes during morning announcements.</p> <p>Strategy's Expected Result/Impact: Leadership and character qualities instilled in students, pride in themselves and in their school, reduction of office referrals, and improvement in attendance.</p> <p>Staff Responsible for Monitoring: Counselor, principal, teachers, paras</p>
Strategy 3 Details
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students and staff are aware of all drills and know what to do appropriately.</p> <p>Staff Responsible for Monitoring: Campus leadership team, campus officer, teachers, students</p>
Strategy 4 Details
<p>Strategy 4: Student of the Week has been implemented wherein each teacher nominates students and one student from each grade is chosen each Friday based on character traits observed. They are awarded a "gold coin" and pictures/traits shared on social media weekly.</p> <p>Strategy's Expected Result/Impact: Students strive to display positive behavior traits daily which will lessen office referrals and optimize student learning in classrooms. Positive parent communication.</p> <p>Staff Responsible for Monitoring: Principal, teachers, parents</p>

Schoolwide and Targeted Assisted Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)