

Ennis Independent School District
Sam Houston Elementary
2022-2023 Campus Improvement Plan



Mission Statement

“Every Student is Important”

The Ennis Independent School District (ISD) shall be an educational institution that continuously challenges and stimulates its students. Ennis ISD shall provide the highest quality instructional staff and the appropriate facilities to insure that every student is equipped to his/her greatest academic potential.

Qualities of character to be taught, modeled, and upheld in Ennis ISD shall include honesty, integrity, and respect. The curriculum, programs, offerings, and opportunities provided by Ennis ISD shall be intended to produce responsible people of high moral character, capable of personal and professional success, who shall have a positive impact on society.

Approved by Board of Trustees April 13, 1999

Vision

Educate, Encourage, Empower

Approved by the Board of Trustees January 13, 2015

Motto

Lions Lasso Learning

Sam Houston Elementary School shall provide a nurturing educational climate that will encourage all learners to strive to have a positive attitude, be respectful and responsible, be on-target by setting academic, behavior and attendance goals, and to have the willpower to become the best that they can be.

Ennis ISD District Goals

1. We believe in working to improve performance of all students while closing the achievement gap.
2. We believe all employees are critical to the success of our students.
3. We are committed to providing resources necessary to ensure educational excellence.
4. We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.
5. We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school system's appeal.
6. We believe that our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district.

Sam Houston Elementary Goals

1. Houston Elementary will provide all students with high quality instruction by implementing a challenging curriculum aligned with state standards while closing achievement gaps.
2. Houston Elementary will employ, develop, and retain highly qualified personnel who are motivated and driven to provide a classroom environment conducive to quality teaching.
3. Houston Elementary is committed to providing and utilizing all necessary resources to ensure educational excellence by motivating the school community and striving to continually improve, learn, and grow.
4. Houston Elementary will provide a positive, safe, drug free and orderly school environment where there are high expectations for all students.
5. Houston Elementary will maintain and enhance our positive partnership/collaboration with parents and the community.
6. Houston Elementary is committed to providing excellent learning facilities that are well maintained, meet the needs of our students and staff, adapt to the evolving needs of EISD, and reflect well on the community as a whole.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Students need to be reading and writing in all academic areas.

We need to build reading and writing stamina.

How to balance out the need for assessment vs. instruction and interventions.

Making sure teachers have time and setting up systems to monitor student usage. Making sure usage is appropriate and balanced within the overall learning.

Demographics

Demographics Summary

We serve a mostly minority student population which we feel enhances the educational experience of all students. This is a strength because our students enjoy a 'neighborhood school' experience. Most of our students live in close proximity to the school which enhances the school community. The vast majority of our students come to school having shared experiences and relationships outside of school. These shared experiences enhance our ability to connect with students in designing and implementing learning experiences.

Currently, our economically disadvantaged student group is our most at-risk population.

School Population:

African American = 13.89%

Hispanic = 68.4%

White = 15.28%

American Indian = 0.0%

Asian = 0.35%

Pacific Islander = 0.35%

Two or More Races = 1.74%

ELL= 33%

Economically Disadvantaged = 84.38%

At Risk Population= 44.79%

Attendance Rate (17-18)= 96.7%

Mobility Rate = 10%

Demographics Strengths

Our economically disadvantaged population and hispanic population perform as well as our all student group.

Student Learning

Student Learning Summary

Our students perform well overall on Unit assessments

Our students grow on DRA/RenStar through the year.

Most students are successful with grades and correcting assignments.

We do well at approaches and even at meets. We have areas where they do well at master's but it is not overall.

Student Learning Strengths

We have a good RtI program and work with student accommodations

Our students are allowed lots of independent and group activities on level during guided math and reading stations.

School Processes & Programs

School Processes & Programs Summary

Lexia

Dreambox

Accelerated Reader

RenStar

Lucy Caulkins

Jan Richardson

Daily 5

Guided math

TRS

Strive

Eduphoria

UIL

Pentathlon

STEM

iKIDS

Target tutoring

School Processes & Programs Strengths

A Variety of programs for students

Good collaboration

High staff involvement

Perceptions

Perceptions Summary

The school utilizes classroom guidance lessons, small group counseling, and PBIS to encourage every student and staff member to show the Guidelines for Success using A - attitude, R - respect, R - responsibility, O - on target and W - willpower. The Houston Way facilitates a proactive environment.

Parent involvement of our diverse community to support Sam Houston Elementary students and staff is essential. Parents are invited to attend Houston Coffee Club, parent conferences, meet the teacher night, field trips, parties, Math Pentathlon, Family Math and Reading Night, pumpkin math and our fundraiser event. Parents are also welcome to come eat with their children during lunchtime. Parents communicate with teachers through postcards and positive communication. Communication is made through Remind, Dojo, and Weekly Newsletters, as well as daily take home folders. Facebook has increased parental involvement with the school. Parents also learn how to access and use the EISD website resources for students and parents.

Perceptions Strengths

By looking at social media and parents who come to school, their perceptions are positive and feedback is good.

Parents want their children to do well at school.

Priority Problem Statements

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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

District Goals

District Goal 1: Ennis ISD Board Core Belief #1: We believe in working to improve performance of all students, while closing achievement gaps.

Ennis ISD District Goal #1 Ensure all students receive high-quality instruction.

Standard #1: Instructional Leadership: The Principal is responsible for ensuring every student receives high quality instruction.





Campus Goal 1: Instructional Leadership - Houston Elementary will provide all students with high quality instruction by implementing a challenging curriculum aligned with state standards while closing achievement gaps.

Performance Objective 1: Objective 1.1.1: We will use all subgroup data, focusing on subgroups below 60% in reading and 65% in math, to create a plan of instructional interventions to increase scores on STAAR by 5%.

Evaluation Data Sources: 1) Scores for STAAR test will be evaluated for subgroups. 2) Unit Assessment data will be monitored regularly. 3) Analyze DRA results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1.1.1.1: Provide weekly intervention for students identified as at-risk, RTI, 504 or SpEd through the use of technology, small group and faculty support. We will have regularly scheduled CARE meetings to discuss student progress. (T-PESS indicators 1a, 1b, 1c, 1d)</p> <p>Strategy's Expected Result/Impact: Multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. Data used to provide ideas about each individual learning style and needs. Student data turned in each 9 weeks to principal. DRA and RenStar results.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Classroom Teachers, Reading Intervention Teacher, ESL Teacher, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 1.1.1.2: Continue implementing data driven instruction based on informal and formal curriculum assessments and to plan for guided groups and interventions. (T-PESS indicators 1b, 1c, 1d)</p> <p>Strategy's Expected Result/Impact: Sign-in sheets from professional learning community (PLC) data meetings, agendas, and walkthroughs.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Reading Intervention Teacher, ESL Teacher, Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 1.1.1.3: Beginning in the fall before and/or after school tutorials for math and reading will be offered for students identified as at-risk. After school tutorials will be offered for 3rd grade students in the spring for STAAR preparation. (T-PESS indicators 1a, 1b, 1c, 1d)</p> <p>Strategy's Expected Result/Impact: Student attendance sheets, monthly data reports from computer programs turned into principal, and after school tutoring lesson plans.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Reading Intervention Teacher, ESL Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strategy 1.1.1.4: Specialized instructional techniques and strategies, including guided reading, guided math, writers workshop, software programs(i.e. Dreambox & Lexia) and field trips will be utilized to teach and improve reading and writing skills focusing on ELL and special education students. (T-PESS indicators 1a, 1b, 1c, 1d)</p> <p>Strategy's Expected Result/Impact: Guided reading notebooks, guided math book study, lesson plans, DRA assessments, PLC meeting notes</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Reading Intervention Teacher, ESL Teacher, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Strategy 1.1.1.5: Teachers will continue to incorporate Guided Math with the use of math manipulatives, concrete strategies, chromebooks, math journals, stations, and teacher led small groups to enhance students' performance in mathematics. These strategies will help better serve special education and ELL students. (T-PESS indicators 1a, 1b, 1c, 1d)</p> <p>Strategy's Expected Result/Impact: Lesson plans, walkthroughs, unit assessment data</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Reading Intervention Teacher, ESL Teacher, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Strategy 1.1.1.6 Teachers will encourage and challenge students in order to create and sustain independent readers by providing on-level and just above level books that students can take home. Books may be hand held or in digital form.</p> <p>Strategy's Expected Result/Impact: To improve unit assessment data, RenStar, A.R. and DRA results.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, teachers and librarian.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Strategy 1.1.1.7 All students will be provided opportunities to write across the content area through various activities i.e. journaling, open ended responses, partner writing, exit tickets. Students will be encouraged to write for longer periods throughout the year and to share their writings.</p> <p>Strategy's Expected Result/Impact: Students will be able to express themselves in writing and orally and use content vocabulary. Teachers will collect sample student work throughout the year to check for growth.</p> <p>Staff Responsible for Monitoring: Admin, Coach and teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
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District Goal 1: Ennis ISD Board Core Belief #1: We believe in working to improve performance of all students, while closing achievement gaps.

Ennis ISD District Goal #1 Ensure all students receive high-quality instruction.





Standard #1: Instructional Leadership: The Principal is responsible for ensuring every student receives high quality instruction.

Campus Goal 1: Instructional Leadership - Houston Elementary will provide all students with high quality instruction by implementing a challenging curriculum aligned with state standards while closing achievement gaps.

Performance Objective 2: Objective 1.1.2: We will focus on all student data to create a plan for instruction to increase advanced scores on STAAR by 5%.

Evaluation Data Sources: AWARE test data, DRA data, TELPAS, CARE/RTI data, number of students passing STAAR math and reading tests.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1.1.2.1: Teachers will participate in professional development with a focus on increased student achievement that will be aligned according to student needs. (Ex: Writer's workshop, PBIS and guided math and reading) (T-PESS indicators 1b, 1d)</p> <p>Strategy's Expected Result/Impact: Student needs assessment of learning gaps provided by informal and formal evaluations, surveys and data. Sign-in sheets from professional development.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Reading Intervention Teacher, ESL Teacher, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 1.1.2.2: All students will continue utilizing the Accelerated Reader (AR) program which emphasizes reading comprehension in the classroom. We will have all students set up individual reading goals to help them grow as a reader through the school year. Goals will be evaluated multiple times throughout the school year. (T-PESS indicators 1b, 1c, 1d)</p> <p>Strategy's Expected Result/Impact: AR student reports, AR point board, Student data report to principal each nine weeks. The school store should increase student motivation and A.R. points and DRA levels.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Reading Intervention Teacher, ESL Teacher, Librarian</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: - 199 - General Fund: Local - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 1.1.2.3: Create a plan using STAAR results from 3rd grade to ensure vertical aligned curriculum for grades 1-3. (T-PESS indicators 1a, 1b, 1c, 1d)</p> <p>Strategy's Expected Result/Impact: Sign-in sheets from campus/district professional learning community (PLC) and agenda, data analysis.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Reading Intervention Teacher, ESL Teacher, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strategy 1.1.2.4: Create a plan to challenge our GT and higher level students to achieve mastery level on unit assessments and STAAR by increasing the rigor of their station work. GT students will be pulled weekly to participate in appropriate and challenging activities. (T-PESS indicators 1a, 1b, 1c, 1d)</p> <p>Strategy's Expected Result/Impact: Challenging students throughout the year to support them in critical thinking and reasoning. We would expect their scores to go up and for them to be able to complete projects and present them.</p> <p>Staff Responsible for Monitoring: Coach, admin, counselor and teachers</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Strategy 1.1.2.5 We will have a focused time called Power Hour each day. During Power Hour teachers and all other staff will be in classrooms to work on guided reading. There will not be any pull-outs or disruptions during this time each day.</p> <p>Strategy's Expected Result/Impact: To help improve reading levels and comprehension for all students.</p> <p>Staff Responsible for Monitoring: Principal and team leaders</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 2: Ennis ISD Board Core Belief #2: We believe that all employees are critical to the success of our students.

Ennis ISD District Goal #2. Provide and support high quality staff for all classrooms.





Standard #2: Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Campus Goal 2: Human Capital - Houston will employ, develop, and retain highly qualified personnel who are motivated and driven to provide a classroom environment conducive to quality teaching.

Performance Objective 1: Objective 2.2.1: We will aspire to hire 100% highly qualified teachers and staff. We will provide support for new teachers.

Evaluation Data Sources: Summary of staff developments and turn-over rate of teachers/staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 2.2.1.1: Teachers will attend state and local staff development opportunities that are aligned to T-TESS, district or campus goals in order to increase their capacity as professionals and the rigor of their curriculum. (T-PESS indicators 2b, 2c, 2d)</p> <p>Strategy's Expected Result/Impact: Number of workshops/professional development sessions attended, Eduphoria, sign-in sheets and agendas.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Reading Intervention Teacher, ESL Teacher, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 - General Fund: Local - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 2.2.1.2: Build high staff morale through campus committees, use of interview committee, and use of the mentoring (define roles and responsibilities) program. (T-PESS indicators 2a, 2b, 2c)</p> <p>Strategy's Expected Result/Impact: Summary of staff participation and involvement in assigned committee responsibilities. Documented procedures in place.</p> <p>Staff Responsible for Monitoring: Principal, Various Campus Committee Chairs, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 2.2.1.3: Staff shares knowledge gained from professional development and classroom instruction to faculty through faculty or team meetings at least once monthly. (T-PESS indicators 2b, 2c)</p> <p>Strategy's Expected Result/Impact: Agenda and sign-in sheet of meetings.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Reading Intervention Teacher, ESL Teacher, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strategy 2.2.1.4: Faculty and staff need to have access to a behavioral specialist for training and student support with a focus on using accommodations to help students be successful in the classroom. We need to continue to use RTI for behavior and academic concerns. (T-PESS indicator 2a)</p> <p>Strategy's Expected Result/Impact: We will have sign in sheets from training provided and document support given by specialist to individual students.</p> <p>Staff Responsible for Monitoring: Principal, TLC Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 3: Ennis ISD Board Core Belief #3: We are committed to providing the resources necessary to ensure educational excellence.

Ennis ISD District Goal #3. Empower staff with resources to ensure student excellence.





Standard #3: Executive Leadership: The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcome.

Campus Goal 3: Executive Leadership - Houston Elementary is committed to providing and utilizing all necessary resources to ensure educational excellence by motivating the school community and striving to continually improve, learn, and grow.

Performance Objective 1: 3.3.1: We will provide 100% of teachers and staff training and access to available resources during in-service and throughout the school year.

Evaluation Data Sources: Teacher implementation of knowledge gained from staff development will be assessed through walkthroughs and T-TESS.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 3.3.1.1: Teachers and staff will attend specifically assigned workshops or staff development based on the needs of students and individual teachers as needed or available. (Skyward, Google and RenStar) (T-PESS indicators 3a, 3b)</p> <p>Strategy's Expected Result/Impact: Walkthroughs and T-TESS evaluations. Staff Responsible for Monitoring: Principal, Teachers, TLC Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 3.3.1.2: Teachers will utilize available resources including but not limited to field trips, science lab activities, literacy library, computer lab, and math manipulatives. (T-PESS indicator 3b)</p> <p>Strategy's Expected Result/Impact: Walkthroughs and T-TESS evaluations. Staff Responsible for Monitoring: Principal, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 3.3.1.3: Principal will meet with the Leadership Teams and staff regularly to collaborate and implement policies as needed to foster positive relationships and attend a conference each year to foster change and build capacity through continued growth of self and teachers and staff. (T-P ESS indicators 3a, 3c, 3d)</p> <p>Strategy's Expected Result/Impact: Sign-in sheets from meetings, middle of the year and end of the year surveys</p> <p>Conference attended</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 4: Ennis ISD Board Core Belief #4: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.

Ennis ISD District Goal #4. Provide a safe and secure learning environment, cultivating character and high expectations.





Standard #4: School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Campus Goal 4: School Culture - Houston Elementary will provide a positive, safe, drug free and orderly school environment where there are high expectations for all students.

Performance Objective 1: Objective 4.4.1: We will use information from our PBIS survey, to develop and implement school-wide strategies using Lion Pride Way and Follow Your Arrow guidelines and train all teachers and staff.

Evaluation Data Sources: The number of referrals and the number of students who have an E or S in conduct.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 4.4.1.1: Guidance/training for large and small groups for all grade level classes to develop tools for bullying prevention and awareness, drug prevention as well as healthy lifestyle choices for students and staff. (T-PESS indicators 4b, 4d)</p> <p>Strategy's Expected Result/Impact: Counselor's lesson plans, professional development sign-in sheets and agenda.</p> <p>Staff Responsible for Monitoring: Counselor, Classroom Teachers</p> <p>Funding Sources: - 199 - General Fund: Local - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 4.4.1.2: Guest speakers and activities will be utilized to enhance positive decision making skills. (T-PESS indicators 4c, 4d)</p> <p>Strategy's Expected Result/Impact: Number of activities and/or speakers</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>Funding Sources: - 199 - General Fund: Local - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategy 4.4.1.3: Plan and coordinate activities for Red Ribbon Week. (T-PESS indicators 4a, 4c, 4d) Strategy's Expected Result/Impact: Agenda of week's activities, speakers Staff Responsible for Monitoring: Principal, Counselor, EISD Officers, Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4.4.1.4: Review and re-emphasize grade level management and discipline plans through school-wide discipline through PBIS and Lion Pride Way. (T-PESS indicator 4e) Strategy's Expected Result/Impact: Number of discipline referrals, revisions from team meetings, collaboration of positive classroom environments, discipline system data. Staff Responsible for Monitoring: All staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Strategy 4.4.1.5: Kindergarten students will be provided an opportunity to tour Houston during the late spring. They will go into first grade classrooms and be given information about their upcoming year and expectations. Strategy's Expected Result/Impact: Students attend and transition better when school starts. They know where their hallway is located and how to get to the cafeteria. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Strategy 4.4.1.6: All students will create and maintain a leadership notebook to document goals in academics, attendance and behavior. (T-PESS indicator 1B, 1C) Strategy's Expected Result/Impact: All students will have a folder and track data. Data will be reflected in school wide collection and posted in hallway chart. Discipline data will go down and attendance will increase. Staff Responsible for Monitoring: PBIS Team and teachers	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 4: Ennis ISD Board Core Belief #4: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.





Ennis ISD District Goal #4. Provide a safe and secure learning environment, cultivating character and high expectations.

Standard #4: School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Campus Goal 4: School Culture - Houston Elementary will provide a positive, safe, drug free and orderly school environment where there are high expectations for all students.

Performance Objective 2: Objective 4.4.2: We will review, update, and practice the campus Crisis Response Plan with 100% of all teachers and staff once each semester.

Evaluation Data Sources: Continue ongoing security assessment of campus, participate in district/state level required drills, evacuation procedures, and safety audits compliance.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 4.4.2.1: Students will practice district/state required drills, evacuations, and safety procedures. (T-PESS indicator 4d) Strategy's Expected Result/Impact: Drills documented Staff Responsible for Monitoring: Principal, Classroom Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 4.4.2.2: Faculty will be knowledgeable in policies and guidelines pertaining to all district/state required drills, evacuations, safety procedures, and use of red emergency response bags. (T-PESS indicator 4d) Strategy's Expected Result/Impact: Agenda and sign-in sheets Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

District Goal 5: Ennis ISD Board Core Belief #5: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school system's appeal.

Ennis ISD District Goal #5. Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.





Standard #5: Strategic Operations: The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Campus Goal 5: Strategic Operations - Houston Elementary will maintain and enhance our positive partnership/collaboration with parents and the community.

Performance Objective 1: Objective 5.5.1: We will strive to give parents the opportunity to be involved in their child's education and with their school both on campus and virtually.

Evaluation Data Sources: Parental involvement in Sam Houston listed in weekly newsletters, EISD parent resource center, school activities and functions, and parent conference/communication logs, and positive contacts.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 5.5.1.1: Teachers will have daily, weekly, and monthly communication with parents using multiple resources available in English and Spanish. Homeroom teachers will be required to have an electronic communication app. (T-PESS indicator 5d)</p> <p>Strategy's Expected Result/Impact: Number of parent letters sent, agenda planners, remind 101/class dojo and teacher contact logs.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers,</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 5.5.1.2: Campus will promote student success and achievements within our community through parent contact, district website, Facebook, Houston Coffee Club, School Messenger, Houston Open House, EISD Showcase. UIL, Math Pentathlon, Winter/Spring Concerts, Family Math and Reading Nights and student postcards (T-PESS indicators 5a, 5b, 5c)</p> <p>Strategy's Expected Result/Impact: Parent contact logs, home visit logs, number of participants at school functions, and EISD Showcase.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategy 5.5.1.3: Create more opportunities for parent involvement on campus during the school day through activity based learning. We will have a system on the website, social media or remind to let parents know when those opportunities are available. (T-PESS indicators 5a, 5b, 5c) Strategy's Expected Result/Impact: Empower parents to be active participants in their child's education. Staff Responsible for Monitoring: Principal, Leadership Team, teachers	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





District Goal 6: Ennis ISD Board Core Belief #6: We believe that our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district.

Ennis ISD District Goal #6. Maintain high-quality facilities with an instructional focus.

Campus Goal 6: Houston Elementary is committed to providing excellent learning facilities that are well maintained, meet the needs of our students and staff, adapt to the evolving needs of EISD, and reflect well on the community as a whole.

Performance Objective 1: Objective 6.6.1: In order to maintain our facilities we will report any problems to Sodexo within 5 business days.

Evaluation Data Sources: Number of requests for facility maintenance.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 6.6.1.1: Faculty will report and/or request needed repairs and/or updates immediately to appropriate personnel. Strategy's Expected Result/Impact: Number of requests/reports. Staff Responsible for Monitoring: All staff, Principal, Sodexo	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





District Goal 6: Ennis ISD Board Core Belief #6: We believe that our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district.

Ennis ISD District Goal #6. Maintain high-quality facilities with an instructional focus.

Campus Goal 6: Houston Elementary is committed to providing excellent learning facilities that are well maintained, meet the needs of our students and staff, adapt to the evolving needs of EISD, and reflect well on the community as a whole.

Performance Objective 2: Objective 4.4.2: We will teach all students through homeroom classes the importance of caring for and maintaining our school.

Evaluation Data Sources: Faculty and students will monitor appearance and report maintenance issues.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 6.6.2.1: Utilizing appropriate personnel on campus to teach/model facility care and pride. Strategy's Expected Result/Impact: Number of activities, Speakers, Character Education lessons. Staff Responsible for Monitoring: Principal, Counselor, Teachers	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashely Valek	Instructional Coach- Position #1000441	Admin. Other	1.0

Campus Funding Summary

199 - General Fund: Local					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	2			\$1,500.00
2	1	1			\$1,000.00
4	1	1			\$1,000.00
4	1	2			\$200.00
Sub-Total					\$3,700.00
211 - Title I, Part A Improving Basic Program					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00

Addendums