

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



August 8, 2022

Mission Statement

We at Sam Houston Elementary create a nurturing community that embraces the social-emotional and academic needs of the whole child. With strong relationships as the foundation, we center the infinite potential of every child.

Vision

We at Sam Houston Elementary aim to develop creative problem solvers, academic scholars, resilient learners, global citizens, and compassionate collaborators who work together to build a better future.

Campus Profile

Sam Houston Elementary is one of 15 campuses in Galena Park Independent School District. The doors opened to Sam Houston in 2007 with Ofelia Garza serving as principal. In 2012, Michelle Cavazos was named principal and is currently serving. Sam Houston Elementary serves families in the Cloverleaf neighborhood. Upon opening its doors 15 years ago, 790 students were served by the campus. This campus currently serves 740 students in grades Pre-Kindergarten to Fifth Grade including two Structured Learning classrooms.

Sam Houston Elementary is currently serving 740 students in grades Pre-K through 5th Grade. The students are 91% Hispanic and 89% economically disadvantaged. On state assessments, the school is performing close to the state average. Student discipline has remained consistent for the last five years. Teacher retention has remained at about 95%. Student attendance rate has taken declined in the past three years due to the Covid pandemic.

Sam Houston Elementary will focus on continued improvement in Reading, Writing, Math, & Science through a blended learning model. We will implement a Strong Start block into our daily schedule that will incorporate social-emotional learning (SEL) components and continue to build our emergent bilingual students via the One-Way Dual Language model.

Core Belief 1: Well-being is prioritized. As educators, we have a significant impact on the well-being of our students. We nurture the whole child - socially, emotionally, and academically to instill a foundation for the child's overall success.

Core Belief 2: Equity leads to personalization and advocacy. Equity means providing every student the opportunity to reach their highest potential by meeting their academic and social-emotional needs. Students are encouraged and supported to advocate for their needs.

Core Belief 3: Everyone is responsible for the culture. We create a safe learning environment that contributes to everyone feeling a sense of belonging, trust, and connection with each other through relationship building, collaboration, systems, and practices. These conditions empower everyone to take risks and have ownership of positive school culture.

Core Belief 4: Children model after adults. Children's behavior is often learned by watching adult behavior. We model appropriate behavior and implement restorative practices for students to learn from their actions and experiences.

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Comprehensive Needs Assessment

We are a Title 1 school. Our enrollment for the 2021-2022 school year was at 734.

The current student population is 1.2 % African-American, 3.4% Anglo, 0.4% American Indian, 0.5 % Asian, 94% Hispanic. Our economic disadvantage is 93.7%. We have 2.3% classified as 504.

The staff population is 8.3% African-American, 12.5% Anglo, 4.2% Asian, 70.8% Hispanic, 12.5% male, and 87.5% female. We have 100% Highly Qualified teachers and paraprofessionals whereas 58% of our staff have 11 or more years of experience, 16.7% have 6-10 years of experience, and 25% have 5 years or less experience.

The latest TAPR report for 2021 indicated an overall mobility rate for the campus is 13.1%, an increase from the year before from 11.4%. The 2021-2022 average daily attendance rate for students was 94.20%.

The campus is organized in self-contained classrooms in the primary grades (PK-2nd). In the upper grades (3rd-5th), the classes are scheduled as team teaching. The team-teaching consists of one Language Arts and Social Studies teacher and one Mathematics and Science teacher.

Our English Language Learner population is 66.5% and 73.2% at-risk. Our student programs are 6.9% Gifted and Talented, 66.5% Bilingual, and special education is 9.8%.

Our ELL's are serviced through the One-Way Dual Language 50/50 model where instruction is delivered in English and Spanish in alternating languages each week. Our GT students are serviced through the Journeys and Encounters programs where GT instruction is integrated into the curriculum. Special Education students are serviced through Co-teach, In-class support, and Resource. We have two Structured Learning self-contained classes that service our students with autism.

- The student population is mostly stable with an 11.4% mobility rate
- 100% highly qualified teachers and paraprofessionals, including a high percentage of bilingual staff
- Technology is one-to-one in grades 1-5 and accessible to all students in PK-5th
Students have the opportunity to attend PE, Music, Art, Library, and Technology classes weekly

On STAAR 2019 test results as a Met Standard rating. Sam Houston received a letter C from the 2019 results. Due to Covid-19 pandemic that closed in-person school in March 2020, Sam Houston Elementary did not take the STAAR/End of Year assessments in the spring of 2020. Our STAAR 2019, 2021, and 2022 (preliminary) scores are shown in the table below.

	Reading		
	2019	2021	2022
Approaches			

Sam Houston Elementary has a master schedule that maximizes instructional time for all grade levels. All Kindergarten-2nd grade classrooms are self-contained. The 3rd-5th grade classrooms are departmentalized by ELA/SS and Math/Science.

We have one counselor and nurse to oversee the health and mental well-being of our students and staff. Our four campus instructional coaches serve as coaches and interventionists to support our teachers and students. We have two interventionists that serve our Tier 3 RTI students as well as our dyslexia students. Our two resource teachers provide instruction to our students in the special education program. Our Science lab teacher provides weekly lab instruction for students in 3rd-5th grades. Our Digital Learning Assessment Coordinator (DLAC) has a dual role. The DLAC provides instructional technology support for all faculty and staff as well as supports and leads our state testing. Our campus Lead Mentor meets with all new teachers each month to provide teachers with support.

Enrichment classes (Music, PE, Art, Library, and Technology) are offered to students in Pre-Kindergarten-5th grades. There are tutorials, clubs, and extracurricular activities offered after school for all students. Saturday tutorials are offered to students in Kindergarten-5th grades as needed for academic growth.

All teachers have the opportunity to meet once a week for common planning time to analyze data, break down TEKS, and formulate plans for intervention and tier 1 instruction. Campus Instructional Coaches are there to support and facilitate planning each week. Sam Houston has a low turnover teacher rate with 55% of the teachers with 11 or more years of experience.

- Master schedule
- Instructional coaching
- Academic support offerings- tutorials, interventions
- Enrichment offerings
- After-school opportunities for students
- All students have access to a personal Chromebook or classroom technology

Sam Houston students in grades K-2nd have a high percentage of students not reading on grade level. During the pandemic, learning gaps were developed due to the challenges of virtual and face to face instruction. Student attendance was also a challenge for the 2020-2021 and 2021-2022 school year. Families became affected by the pandemic which led to limited student engagement and authentic reading practices.

Sam Houston Elementary is a place where students, staff, and our school community feel safe and respected. There are numerous opportunities for students to be involved with their school. The activities we offer are R.A.M.S. Boys Club, Little Miss Girls Club, Honor Society, Dance, Robotics, and Choir. We host several family engagement events to welcome our school community into our school. Students and parents feel teachers and the school staff care about children and do their best to provide a productive and positive learning environment.

Families feel our school is welcoming. After the pandemic, they are excited and eager to be able to come to school. They appreciate all the hard work the teachers do for their child

Priority Problem Statements

: Student attendance has had a slow decline in the past two years from 96.51% in 2019-2020 to 94.20% in 2021-2022.

: The community was recovering from Covid related absences among other sick related absences.

: Demographics

: Foundational reading skills in lower grades are hindering students to read on level at the EOY.

: Lack of intentional and strategic lesson delivery of Phonological and Phonemic Awareness following the research-based continuum is developing gaps in students reading skills.

: Student Learning

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: Sam Houston students in grades K-2nd have a high percentage of students not reading on grade level.

: During the pandemic, learning gaps were developed due to the challenges of virtual and face to face instruction. Student attendance was also a challenge for the

Goals

Goal 1:

Goal 1: Mental, Physical, and Emotional Safety and Health for all students and Staff

Performance Objective 2: Maintain the safety environment so that all students have and are productive

LEARNERS

5 DEFS!

Class observations, lesson plans, surveys

<p>Sam Houston will present nutrition and CATCH lessons supported through the Physical Education classes. The P.E. teacher will implement the CATCH lessons 100% of the time. Physical Education teacher and Administrative Team</p>				
<p>Students will participate</p>				

Demographics





: Student attendance has had a slow decline in the past two years from 96.51% in 2019-2020 to 94.20% in 2021-2022. : The community was recovering from Covid related absences among other sick related absences.

Perceptions

: We have concerns with the social emotional development with our students. : Students need to build coping, conflict resolution, and other character building skills so that they grow positively socially and emotionally. Next school year, all teachers will be trained in SEL and offer Strong Start/Morning Greetings in their classroom.

Goal 1:

Goal 1:

<p>Honor</p> <p>Students will be recognized monthly for good character based on the district character traits through Medal of Honor</p> <p>Medal of Honor will have a positive impact on student behavior and understanding of desired character traits.</p> <p>Counselor</p> <p>Administrative team</p> <p>-</p> <p>Lever 3: Positive School Culture</p>	<table border="1"> <tr> <td colspan="4"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>												
<p>Conduct Parent Engagement sessions to promote ways to support students academically, socially and emotionally from home</p> <p>100% family participation</p> <p>Counselor</p> <p>Communities in Schools</p> <p>Administrative team</p> <p>Perceptions 1</p>	<table border="1"> <tr> <td colspan="4"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>												
<p> No Progress</p> <p> Accomplished</p> <p> Continue/Modify</p> <p> Discontinue</p>													

Performance Objective 4 P > Sept

Goal 2: Student Achievement and Post-Secondary Readiness





Student Learning

: Foundational reading skills in lower grades are hindering students to read on level at the EOY. : Lack of intentional and strategic lesson delivery of Phonological and Phonemic Awareness following the research-based continuum is developing gaps in students reading skills.

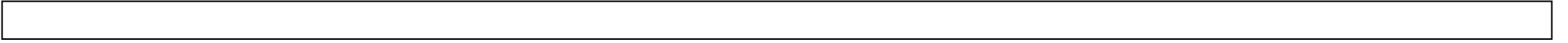
: Students demonstrate difficulty in comprehending and analyzing math word problems, applying problem solving strategies, and solving digital problems to:

Goal 2: Student Achievement and Post-Secondary Readiness

Goal 2:

<p>Recognitions of student growth and achievement from district assessments</p> <p>Students from all sub-pops will achieve their goals and increase their level of achievement showing growth based on district assessment/grade level data.</p> <p>Administrative team</p> <p>Campus Instructional Coaches</p> <p>Classroom teachers</p> <p>-</p> <p>Build a foundation of reading and math</p> <p>-</p> <p>Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>				
<p>Continue improving our knowledge and expertise in Reading/Math small group instruction so that it is delivered consistently and effectively across grade levels.</p> <p>Teachers will continue to improve their practices and expertise in small group instruction.</p> <p>Delivery of small group instruction is consistent across grade levels.</p> <p>Increased reading/math levels as demonstrated on district assessments</p> <p>Monthly Istation/IReady results an increase in Tier 1 students.</p> <p>Administrative team</p> <p>Campus Instructional Coaches</p> <p>Classroom teachers</p> <p>-</p> <p>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>-</p> <p>Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Student Learning 1</p>				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 P o Progress



Goal 2:

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 5: Increase promotion and graduation rates

Student Learning

: Foundational reading skills in lower grades are hindering students to read on level at the EOY. : Lack of intentional and strategic lesson delivery of Phonological and Phonemic Awareness following the research-based continuum is developing gaps in students reading skills.

: Students demonstrate difficulty in comprehending and analyzing math word problems, applying problem solving strategies, and solving digital problems to scratch paper. : Students need exposure and practice to analyzing math word problems in addition to learning math skills.

School Processes & Programs





: Sam Houston students in grades K-2nd have a high percentage of students not reading on grade level. : During the pandemic, learning gaps were developed due to the challenges of virtual and face to face instruction. Student attendance was also a challenge for the 2020-2021 and 2021-2022 school year. Families became affected by the pandemic which led to limited student engagement and authentic reading practices.

Goal 2:

Goal 3: Wide Range of Student Opportunities





Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities

Student club and organization rosters, meeting agendas and sign ins, event schedules

<p>Offer student clubs/organizations: Girls/Boys club, Honor Choir, Art club, Technology club, Robotics club, Elementary Honor Society, Athletic opportunities, Academic Meet, Spelling Bee, Prose and Poetry, Geography Bee, STEM club, Book clubs, Dance club</p> <p>Student engagement in extracurricular activities will enhance student learning and build leadership skills.</p> <p>Club/organization sponsors</p> <p>Administrative team</p> <p>-</p> <p>Lever 3: Positive School Culture</p>				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Wide Range of Student Opportunities

Performance Objective 2: Increase participation and performance in high quality fine arts programs in music, art, theatre and dance

<p>Students will have the opportunity to participate in Music and Art through the enrichment schedule during the week. Students will have opportunity to perform and/or showcase at PTA programs and Parent Engagement nights.</p> <p>The fine arts program will be successful with high student participation and engagement. Participation will also boost student achievement.</p> <p>Administrative team Music and Art teacher</p>		
 No Progress	 Accomplished	 Continue/Modify
	 Discontinue	

Goal 4: High Quality Staff

Performance Objective 1: Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

Teacher turnover rate

<p>Maintain a New Staff/Teachers Plan:</p>				
<p>Provide mentorship to new teachers and new staff members to Sam Houston Elementary.</p>				
<p>Provide professional development for new teachers to get acquainted with our district and campus goals.</p>				
<p>Provide mentor/mentee meeting times throughout the year.</p>				
<p style="padding-left: 40px;">New teachers/staff members are successful in their role on campus.</p>				
<p style="padding-left: 40px;">Retention rate remains at 95% or higher for our campus.</p>				
<p style="padding-left: 40px;">Lead mentor</p>				
<p>Administrative team</p>				
<p>Recruit, support, retain teachers and principals</p>				
<p>-</p>				
<p>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>				

Goal 4: High Quality Staff

Performance Objective 2: Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

<p>Staff recognitions will be conducted on grading periods to recognize effort and achievement.</p> <p>An increase in staff morale and student achievement</p> <p>80% or higher in regard to employee relation services</p> <p>Administrative team</p>	

Goal 4: High Quality Staff

Performance Objective 3: Provide training to selected employees in order to prepare them for advancement

<p>Conduct leadership/teacher development meetings/trainings for all faculty- Campus Leadership Team including grade level chairs, Campus Instructional Coaches and teachers.</p>	

Goal 4: High Quality Staff

Performance Objective 4: Survey staff annually on professional development needs

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 1: Ensure efficient and effective use of District resources in order to best support students and staff

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 3: The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment

Capital Outlay plan

Evaluate current assets and maintain a Capital Outlay plan to repair and/or replace equipment in a timely manner.						
Capital Outlay plan is updated and followed through with campus needs.						

Campus Funding Summary

1	2	3	Capturing Kids Hearts training		\$33,800.00
5	2	2	Desks, chairs, tables		\$182,711.60
					\$216,511.60
					\$666,484.32
					\$449,972.72
					\$666,484.32
					\$216,511.60
					\$449,972.72