

SAM HOUSTON EL

Campus Improvement Plan

2020/2021

IT MATTERS. EVERYONE AND EVERYTHING.



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SAM HOUSTON EL

Mission

The mission of the Sam Houston Elementary is to provide leadership, support and opportunities for all stakeholders through the following initiatives:

- * Develop Sam Houston standards of practice, lessons and units that facilitate higher-level thinking.*
 - * Implement STEM professional development for STEM educators.*
 - * Allocate funds for the implementation of STEM initiatives in Marshall ISD.*
 - * Increase STEM participation from diverse populations.*
 - * Collaborate and partner with other districts, businesses/industries, colleges, universities and technical institutions to promote and sustain STEM education.*
 - * Develop skills utilizing electronic resources for STEM teaching and learning.*
 - * Offer a quality education in an environment of democracy and equity.*
- The mission of Marshall ISD is to improve outcomes for all students by providing leadership, guidance, and support to schools.*

Nondiscrimination Notice

SAM HOUSTON EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

SAM HOUSTON EL

Vision

Sam Houston's vision is to be a leader in STEM education, preparing and inspiring generations of diverse learners to meet the challenges of the global society through innovation, collaboration, and creative problem solving.

Marshall ISD envisions that each learner is equipped to successfully achieve his or her vision and be a productive, contributing citizen in a global society.

Campus Demographics 2019-20

Total Enrollment - 511 (50% Male, 50% female)

Attendance Rate - 97.25%

Hispanic - 49%

African American - 21%

White - 28%

Other - 1%

Economically Disadvantaged - 65%

GT - 21%

LEP/ELL - 35%

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SAM HOUSTON EL Site Base

Name	Position
Hancock, Jerry	Principal
Johnson, Jessica	Assistant Pincipal
Waskom, Lula	Counselor
Lux, Allison	Community Member/Parent
Labouve, Brooke	Parent/Business Owner
Smith, Allison	Instructional Coach
Burkham, Cindy	School Secretary
Bradbury, Billie	Business Member
Fyffe, Misty	Business Member
Mangrum, Anne	PTA Representative
Ortiz-Puerto, JoVita	Parent
Wiggins, Madison	Parent
Kauffman, Mallory	Teacher
Smith, Allison	Teacher
LaBouve, Brooke	Parent/PTA
Campbell, Alli	Parent/PTA
Haynes, Melissa	Parent.Business Member
Zaragoza, Sondra	Teacher/Parent

Resources

Resource	Source
IDEA Special Education	Federal
Title I	Federal
Title III Bilingual / ESL	Federal
Title VI, Part B Rural/Low Income	Federal
Bilingual/ESL Program	State
Dyslexia	State
Gifted/Talented	State
Local Funds	State

SAM HOUSTON EL

Goal 1. Academic Performance of All Students

Objective 1. All student academic performance (all sub-populations) will show a 5% increase in Meets and Masters level performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will continue to utilize the RPM process to analyze and refine instructional practices. (Title I SW: 1,3,4,6,8) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,7)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	20-21	(S)Local Funds	Criteria: State Assessments - STAAR Goals Met Formative - Use of RPM process to verify instruction alignment to standards and student outcomes.
2. Utilize PrimeTime as a dedicated time per day to provide individualized small group instruction to bolster weak areas of learning. (Title I SW: 1,3,4,6,8) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Teacher(s)	20-21	(S)Local Funds	Criteria: State Assessments - STAAR Goals Met Formative - PrimeTime interventions on daily basis to support student learning.

SAM HOUSTON EL

Goal 1. Academic Performance of All Students

Objective 2. Student performance will increase by 5% in 4th Grade Reading and Writing STAAR at the Approaches, Meets, and Masters level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize small group instruction to adjust material for every learner. (Title I SW: 1,3,4,8) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: 4th) (Strategic Priorities: 2)	Core Subject Teachers, Instructional Coach, Principal, Teacher(s)	20-21	(S)Local Funds	Criteria: State Assessments - STAAR Goals Met Summative - STAAR results to verify goal.
2. Teachers will utilize the following to increase performance in their daily planning: Guided Reading, IXL ELA, Kagan, Thinking Maps, Interactive Journals, Writing Summaries, EPIC, Reading A-Z, AR. (Title I SW: 1,3,4,6,8) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: 4th) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Teacher(s)	20-21	(S)Local Funds	Criteria: State Assessments - STAAR Goals Met Summative - STAAR results to verify.

SAM HOUSTON EL

Goal 1. Academic Performance of All Students

Objective 3. All student groups performance will increase by at least 5% on Math STAAR at the Meets and Masters level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will address the following to assist students Small groups, Hands On (manipulatives), Kagan, Thinking Maps, Think Central, IXL, Xtra Math, textbook, TEKS Target, Interactive Journals (Title I SW: 1,3,4,6,8) (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	20-21	(S)Local Funds	Criteria: State Assessments - STAAR Goals Met Summative - STAAR scores to verify.
2. Teachers will utilize technology daily for all students with additional time added for students below grade level in IXL, Xtra Math, TEKS Target (Title I SW: 1,3,4,6,8) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Teacher(s)	20-21	(S)Local Funds	Criteria: STAAR results to verify. K-2 will use results from universal screening platform used by the District. Summative - STAAR results to verify. K-2 will use results from universal screening platform used by the District.

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Goal 1. Academic Performance of All Students

Objective 4. All student performance will be above 85% on 5th grade STAAR and Common Assessments for Science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize aligned instruction with the following: Science Modules, Quick Labs, Kagan, Thinking Maps, Maker Space, Collaboration Rooms, Interactive Journals, STEM projects to make extended connections with student learning. (Title I SW: 1,3,4,6,8) (Title I SW Elements: 1.1,2.5) (Target Group: 5th) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Teacher(s)	20-21	(S)Local Funds	Criteria: STAAR results to verify. K-2 will use results from universal screening platform used by the District. Summative - STAAR results to verify.

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Goal 1. Academic Performance of All Students

Objective 5. All student groups score at least 85% on all Social Studies Common Assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the following: Kagan strategies, Thinking Maps, videos, interactive journals, map activities, to support Reading efforts. (Title I SW: 1,3,4,6,8) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal	20-21	(S)Local Funds	Criteria: STAAR results to verify. K-2 will use results from universal screening platform used by the District. Results from district provided common assessments.

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Goal 1. Academic Performance of All Students

Objective 6. AA student performance will increase by 5% in all tested areas on STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Goal setting in small groups during instructional blocks to foster student ownership of grades and growth. Identify students for additional Small Group instruction, Primetime, IXL, AR, Thinking Maps, Interactive Journals, Kagan. (Title I SW: 1,3,4,6,8) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AA,3rd,4th,5th) (Strategic Priorities: 2)</p>	<p>Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Teacher(s)</p>	<p>20-21</p>	<p>(S)Local Funds</p>	<p>Criteria: STAAR results to verify goals met. Results from district provided common assessments. Summative - STAAR results for confirmation.</p>
<p>2. Identify students for additional Small Group instruction, Primetime, IXL, AR, Thinking Maps, Interactive Journals, Kagan, Differentiated Instruction, Incentives, STEM projects. (Title I SW: 1,3,4,6,8) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AA,3rd,4th,5th) (Strategic Priorities: 2)</p>	<p>Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Teacher(s)</p>	<p>20-21</p>	<p>(S)Local Funds</p>	<p>Criteria: Results from STAAR assessments and district provided common assessments. Summative - STAAR results for verification.</p>

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Goal 1. Academic Performance of All Students

Objective 7. Hispanic student performance will increase by 5% in STAAR writing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Goal setting in small groups during instructional blocks to foster student ownership. Identify students for additional Small Group instruction, Primetime, IXL, AR, Thinking Maps, Interactive Journals, Kagan, Differentiated Instruction, Incentives, STEM projects. (Title I SW: 1,3,4,6,8) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: H,3rd,4th,5th) (Strategic Priorities: 2)</p>	<p>Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Teacher(s)</p>	<p>20-21</p>	<p>(S)Local Funds</p>	<p>Criteria: Results from STAAR assessments and district provided common assessments. Summative - STAAR results for verification.</p>

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Goal 1. Academic Performance of All Students

Objective 8. White student performance in Reading, math and Writing will increase at the Mastery Level by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Enhance connections for students for deeper understanding by extending focus within concepts. Connecting to real-world experiences. (Title I SW: 1,3,4,6,8) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: W,3rd,4th,5th) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Teacher(s)	20-21	(S)Local Funds	Criteria: Results from STAAR assessments and district provided common assessments. Summative - STAAR results for verification.

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Goal 1. Academic Performance of All Students

Objective 9. Economically Disadvantaged student performance will increase from 5% on the Writing STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Focusing on strong Tier 1 instruction and Small Group instruction. utilizing PrimeTime, IXL, AR, Thinking Maps, Interactive Journals, Kagan, Differentiated Instruction, Incentives, STEM projects. (Title I SW: 1,3,4,6,8) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ECD) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Teacher(s)	20-21	(S)Local Funds	Criteria: Results from STAAR assessments and district provided common assessments. Summative - STAAR results to verify.

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Goal 1. Academic Performance of All Students

Objective 10. ELL student performance will increase by 5% on STAAR Writing assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teacher will utilize the following instructional strategies daily: Small Group instruction, Primetime, IXL, AR, Thinking Maps, Interactive Journals, Kagan, Differentiated Instruction, Incentives, STEM projects, SIOP, Dual Language One Way (Title I SW: 1,3,4,6,8) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: H,ESL,LEP,4th) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Teacher(s)	20-21	(S)Local Funds	Criteria: Results from STAAR assessments and district provided common assessments. Summative - STAAR results to verify.

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Goal 1. Academic Performance of All Students

Objective 11. All GT student academic performance will increase by 5% to reach Mastery Level performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Allowing teachers to make deeper connections with the Texas Performance Standards Projects curriculum during PrimeTime./Students leading the connections at a higher level in a cross-curricular format. Starting after school clubs (robotics) to reinforce cross-curricular learning and continue to build all subject areas at a higher level. (Title I SW: 1,3,4,6,8) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,GT,3rd,4th,5th) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Teacher(s)	20-21	(S)Local Funds	Criteria: Results from STAAR assessments and district provided common assessments. Summative - STAAR results to verify.

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Goal 2. Recruit, Employ, and Retain a Well-Qualified and Professional Staff

Objective 1. SH will have an 80% bilingual teacher retention rate for 20-21 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide on-going bilingual support with Gomez and Gomez system for professional development. (Title I SW: 1,3,6,8,9) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: LEP) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), ESL Teachers, Instructional Coach, Principal, Teacher(s)	20-21	(F)Title I, (F)Title III Bilingual / ESL, (S)Bilingual/ESL Program, (S)Local Funds	Criteria: teacher surveys and feedback Summative - teacher surveys and feedback

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Goal 2. Recruit, Employ, and Retain a Well-Qualified and Professional Staff

Objective 2. SH will increase teacher attendance 5% for the 20-21 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide incentives for high attendance. (Title I SW: 1,3,4,6,8,9) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal	20-21	(F)Title I, (S)Local Funds	Criteria: Attendance rates Summative - Attendance rates

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Goal 3. Exercise fiscal responsibility through efficient management of resources to enhance the education experience for all students

Objective 1. Fiscal Responsibility

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Responsible purchasing of all materials and support. (Title I SW: 1,3,4,6,8,9) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2)	Principal	20-21	(F)Title I, (S)Local Funds	Criteria: Management of school budget. Summative - Management of school budget.

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Goal 4. Safety/Discipline

Objective 1. Expect, promote and support a safe and orderly learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementing Safe & Civil Schools (Title I SW: 1,3,4,5,6,8,9) (Title I SW Elements: 1.1,2,2,2.3,3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s)	20-21	(F)Title I, (S)Local Funds	Criteria: Surveys for students and parents regarding school safety. Summative - Surveys for students and parents regarding school safety.

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Goal 4. Safety/Discipline

Objective 2. Provide consistency and uniformity in school wide discipline management.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Safe and Civil Schools implementation. (Title I SW: 1,3,4,5,6,8,9) (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	20-21	(F)Title I	Criteria: Surveys for students and staff regarding school safety. Summative - surveys of students and staff
2. Additional positive behavior supports for students. (Title I SW: 1,3,4,5,6,8,9) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	20-21	(F)Title I	Criteria: Daily checks on students with multiple behavior infractions. Formative - Daily checks on students with multiple behavior infractions.
3. Comprehensive counseling program. (Title I SW: 1,3,4,5,6,8,9) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	20-21	(F)Title I	Criteria: On-going Bully Proof program. Red Ribbon Week activities. College/Career Day Formative - On-going Bully Proof program. Red Ribbon Week activities.
4. Outside small-group counseling and on going BullyProof program. (Title I SW: 1,3,4,6,8,9) (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	20-21	(F)Title I	Criteria: Weekly checks by counselor on students that receive outside resources for behavior. Formative - Weekly checks by counselor on students that receive outside resources for behavior.

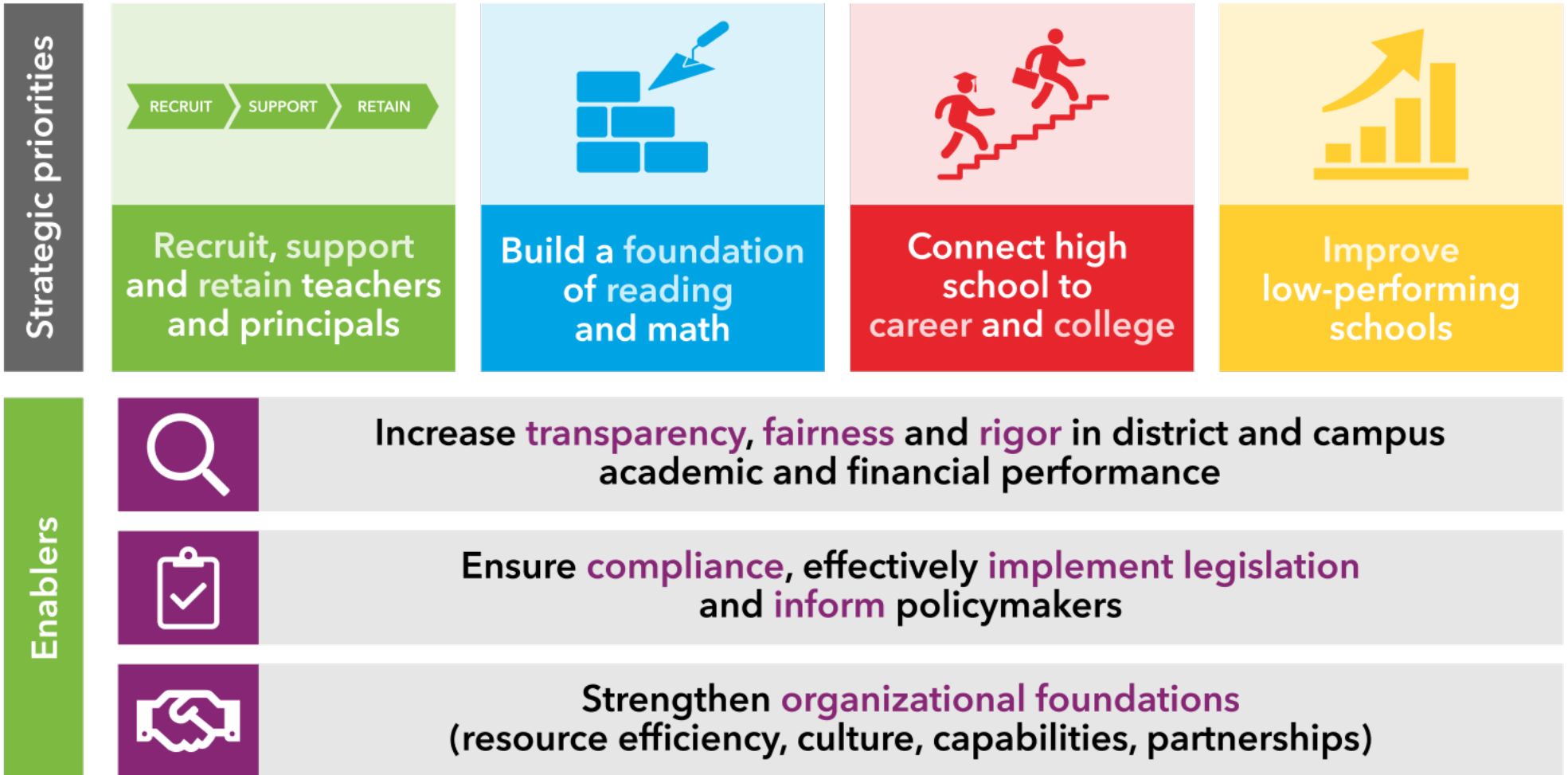
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Goal 5. Parent Engagement

Objective 1. SH will have a Parent Advisory Committee (Impact) that will meet 2-4 times per year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a STEM Academy Orientation for parents and students. (Title I SW: 1,3,4,6,8,9) (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal, Teacher(s)	August 2020	(F)Title I	Criteria: Parent sign-in sheets Parent survey Summative - Parent sign-in sheets Parent survey
2. Create and administer parent surveys and share data with parents. (Title I SW: 1,3,4,5,6,8,9) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Parent Volunteers	20-21	(F)Title I, (S)Local Funds	Criteria: Impact Committee to discuss data from surveys. Summative - Impact Committee to discuss data from surveys.
3. Utilize Communities in Schools to help with parent engagement and offer student and family support. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Principal	August 2020 - May 2021	(F)Title I - \$23,500	Criteria: Surveys to different groups to allow for revision and reform to meet various needs.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*



District Goals:

- 95% of third grade students will be reading on grade level or above by 2021.
- 92% of 2022 graduates will be accepted to a college, university, trade school, branch of the military, or have a CTE certificate, license, or endorsement.
- 95% of eighth graders will perform at the mastery level on the math state assessment by 2022.

Campus Assessment Goals for 20-21

Assessment	Subject	Grade	Goal	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal	Final Goal
BOY Assessment	Reading 3 rd Grade		60% of students will pass at the approaches level 40% of students will pass at the meets level 15% of students will pass at the masters level							
CFA #1			60% of students will pass at the approaches level 25% of students will pass at the meets level 5% of students will pass at the masters level							
CFA #2			65% of students will pass at the approaches level 35% of students will pass at the meets level 10% of students will pass at the masters level							
CFA #3			70% of students will pass at the approaches level 45% of students will pass at the meets level 10% of students will pass at the masters level							
Fall/Winter Benchmark			75% of students will pass at the approaches level 55% of students will pass at the meets level 28% of students will pass at the masters level							
Spring Benchmark			87% of students will pass at the approaches level 60% of students will pass at the meets level 33% of students will pass at the masters level							
CFA #4			70% of students will pass at the approaches level 45% of students will pass at the meets level 10% of students will pass at the masters level							
CFA #5			75% of students will pass at the approaches level 45% of students will pass at the meets level 10% of students will pass at the masters level							



STAAR			97% of students will pass at the approaches level 58% of students will pass at the meets level 38% of students will pass at the masters level								
BOY Assessment	Reading 4 th Grade		60% of students will pass at the approaches level 40% of students will pass at the meets level 15% of students will pass at the masters level								
CFA #1			80% of students will pass at the approaches level 25% of students will pass at the meets level 10% of students will pass at the masters level								
CFA #2			80% of students will pass at the approaches level 30% of students will pass at the meets level 15% of students will pass at the masters level								
CFA #3			80% of students will pass at the approaches level 30% of students will pass at the meets level 15% of students will pass at the masters level								
Fall/Winter Benchmark			75% of students will pass at the approaches level 52% of students will pass at the meets level 30% of students will pass at the masters level								
Spring Benchmark			87% of students will pass at the approaches level 60% of students will pass at the meets level 35% of students will pass at the masters level								
CFA #4			80% of students will pass at the approaches level 50% of students will pass at the meets level 20% of students will pass at the masters level								
CFA #5			90% of students will pass at the approaches level 75% of students will pass at the meets level 25% of students will pass at the masters level								
STAAR				92% of students will pass at the approaches level 67% of students will pass at the meets level 40% of students will pass at the masters level							
BOY Assessment		Reading 5 th Grade		63% of students will pass at the approaches level 53% of students will pass at the meets level 15% of students will pass at the masters level							
CFA #1			80% of students will pass at the approaches level 50% of students will pass at the meets level 30% of students will pass at the masters level								
CFA #2			80% of students will pass at the approaches level								



			50% of students will pass at the meets level 30% of students will pass at the masters level								
CFA #3			80% of students will pass at the approaches level 50% of students will pass at the meets level 30% of students will pass at the masters level								
Fall/Winter Benchmark			78% of students will pass at the approaches level 68% of students will pass at the meets level 29% of students will pass at the masters level								
Spring Benchmark			89% of students will pass at the approaches level 75% of students will pass at the meets level 37% of students will pass at the masters level								
CFA #4			90% of students will pass at the approaches level 80% of students will pass at the meets level 40% of students will pass at the masters level								
CFA #5			90% of students will pass at the approaches level 80% of students will pass at the meets level 40% of students will pass at the masters level								
STAAR			98% of students will pass at the approaches level 81% of students will pass at the meets level 43% of students will pass at the masters level								
BOY Assessment			Math 3rd Grade	60% of students will pass at the approaches level 40% of students will pass at the meets level 20% of students will pass at the masters level							
CFA #1				80% of students will pass at the approaches level 40% of students will pass at the meets level 10% of students will pass at the masters level							
CFA #2				80% of students will pass at the approaches level 40% of students will pass at the meets level 10% of students will pass at the masters level							
CFA #3	80% of students will pass at the approaches level 40% of students will pass at the meets level 10% of students will pass at the masters level										
Fall/Winter Benchmark	75% of students will pass at the approaches level 55% of students will pass at the meets level 32% of students will pass at the masters level										
Spring Benchmark	85% of students will pass at the approaches level 63% of students will pass at the meets level										



			36% of students will pass at the masters level							
CFA #4			90% of students will pass at the approaches level 75% of students will pass at the meets level 40% of students will pass at the masters level							
CFA #5			90% of students will pass at the approaches level 75% of students will pass at the meets level 40% of students will pass at the masters level							
STAAR			96% of students will pass at the approaches level 71% of students will pass at the meets level 39% of students will pass at the masters level							
BOY Assessment	Math 4th Grade		60% of students will pass at the approaches level 35% of students will pass at the meets level 18% of students will pass at the masters level							
CFA #1			80% of students will pass at the approaches level 50% of students will pass at the meets level 25% of students will pass at the masters level							
CFA #2			80% of students will pass at the approaches level 50% of students will pass at the meets level 25% of students will pass at the masters level							
CFA #3			80% of students will pass at the approaches level 50% of students will pass at the meets level 25% of students will pass at the masters level							
Fall/Winter Benchmark			75% of students will pass at the approaches level 50% of students will pass at the meets level 32% of students will pass at the masters level							
Spring Benchmark			89% of students will pass at the approaches level 60% of students will pass at the meets level 37% of students will pass at the masters level							
CFA #4			95% of students will pass at the approaches level 80% of students will pass at the meets level 40% of students will pass at the masters level							
CFA #5			95% of students will pass at the approaches level 80% of students will pass at the meets level 40% of students will pass at the masters level							
STAAR			99% of students will pass at the approaches level 70% of students will pass at the meets level 45% of students will pass at the masters level							



BOY Assessment	Math 5 th Grade		63% of students will pass at the approaches level 59% of students will pass at the meets level 22% of students will pass at the masters level							
CFA #1			80% of students will pass at the approaches level 40% of students will pass at the meets level 20% of students will pass at the masters level							
CFA #2			80% of students will pass at the approaches level 40% of students will pass at the meets level 20% of students will pass at the masters level							
CFA #3			80% of students will pass at the approaches level 40% of students will pass at the meets level 20% of students will pass at the masters level							
Fall/Winter Benchmark			78% of students will pass at the approaches level 74% of students will pass at the meets level 37% of students will pass at the masters level							
Spring Benchmark			86% of students will pass at the approaches level 82% of students will pass at the meets level 43% of students will pass at the masters level							
CFA #4			90% of students will pass at the approaches level 80% of students will pass at the meets level 45% of students will pass at the masters level							
CFA #5			90% of students will pass at the approaches level 80% of students will pass at the meets level 45% of students will pass at the masters level							
STAAR			99% of students will pass at the approaches level 87% of students will pass at the meets level 50% of students will pass at the masters level							
BOY Assessment		Writing 4 th Grade		62% of students will pass at the approaches level 51% of students will pass at the meets level 5% of students will pass at the masters level						
CFA #1			75% of students will pass at the approaches level 40% of students will pass at the meets level 10% of students will pass at the masters level							



CFA #2			75% of students will pass at the approaches level 40% of students will pass at the meets level 10% of students will pass at the masters level							
CFA #3			75% of students will pass at the approaches level 40% of students will pass at the meets level 10% of students will pass at the masters level							
Fall/Winter Benchmark			77% of students will pass at the approaches level 46% of students will pass at the meets level 10% of students will pass at the masters level							
Spring Benchmark			80% of students will pass at the approaches level 51% of students will pass at the meets level 13% of students will pass at the masters level							
CFA #4			85% of students will pass at the approaches level 50% of students will pass at the meets level 15% of students will pass at the masters level							
CFA #5			85% of students will pass at the approaches level 50% of students will pass at the meets level 15% of students will pass at the masters level							
STAAR			85% of students will pass at the approaches level 58% of students will pass at the meets level 15% of students will pass at the masters level							
BOY Assessment			Science 5 th Grade		55% of students will pass at the approaches level 23% of students will pass at the meets level 13% of students will pass at the masters level					
CFA #1	80% of students will pass at the approaches level 50% of students will pass at the meets level 15% of students will pass at the masters level									
CFA #2	80% of students will pass at the approaches level 50% of students will pass at the meets level 15% of students will pass at the masters level									
CFA #3	80% of students will pass at the approaches level 50% of students will pass at the meets level 15% of students will pass at the masters level									
Fall/Winter Benchmark	70% of students will pass at the approaches level 38% of students will pass at the meets level 22% of students will pass at the masters level									



Spring Benchmark		79% of students will pass at the approaches level 43% of students will pass at the meets level 28% of students will pass at the masters level							
CFA #4		90% of students will pass at the approaches level 60% of students will pass at the meets level 40% of students will pass at the masters level							
CFA #5		90% of students will pass at the approaches level 60% of students will pass at the meets level 40% of students will pass at the masters level							
STAAR		86% of students will pass at the approaches level 51% of students will pass at the meets level 35% of students will pass at the masters level							
BOY Assessment	Social Studies	% of students will pass at the approaches level % of students will pass at the meets level % of students will pass at the masters level							
CFA #1		% of students will pass at the approaches level % of students will pass at the meets level % of students will pass at the masters level							
CFA #2		% of students will pass at the approaches level % of students will pass at the meets level % of students will pass at the masters level							
CFA #3		% of students will pass at the approaches level % of students will pass at the meets level % of students will pass at the masters level							
Fall/Winter Benchmark		% of students will pass at the approaches level % of students will pass at the meets level % of students will pass at the masters level							
Spring Benchmark		% of students will pass at the approaches level % of students will pass at the meets level % of students will pass at the masters level							
CFA #4		% of students will pass at the approaches level % of students will pass at the meets level % of students will pass at the masters level							
CFA #5		% of students will pass at the approaches level % of students will pass at the meets level % of students will pass at the masters level							
STAAR		% of students will pass at the approaches level							



		% of students will pass at the meets level							
		% of students will pass at the masters level							
CCMR		% of students college ready							
		% of students career ready							
		% of students enlisted in the military							

Data Analysis

**Table 1
2018 STAAR Scores-Overall Passing Rates
All Students/Sub Groups**

Student Groups	Performance Area				
	Reading/ELA	Math	Writing	Social Studies	Science
All Students	91	96	85	X	85
African American	86	90	83	X	67
Hispanic	89	97	77	X	88
White	100	100	100	X	100
Economically Disadvantaged	89	95	82	X	79
ESL	X	X	X	X	X
Bilingual	87	97	76	X	83
Special Education	50	100	X	X	0



**Table 2
STAAR Scores Comparison
By Grade/Subject**

Grade	Year	Performance Area				
		Reading/ELA	Math	Writing	Social Studies	Science
3	17-18	94	93			
	18-19	92	97			
4	17-18	87	96	83		
	18-19	90	93	85		
5	17-18	100	100			80
	18-19	96	99			85
6	17-18					
	18-19					
7	17-18					
	18-19					
8	17-18					
	18-19					
English I	17-18					
	18-19					
English II	17-18					
	18-19					
Algebra I	17-18					
	18-19					
Biology	17-18					



	18-19					
U.S. History	17-18					
	18-19					

Table 3
STAAR Performance Categories
2018-19

Grade	Subject	Did Not Meet	Approaches	Meets	Masters
Grade 3	Reading	7	81	64	41
	Math	3	89	69	46
Grade 4	Reading	9	83	63	40
	Math	6	86	70	47
	Writing	14	78	48	17
Grade 5	Reading	3	82	49	28
	Math	1	84	64	43



	Science	13	72	55	32
Grade 6	Reading				
	Math				
Grade 7	Reading				
	Math				
	Writing				
Grade 8	Reading				
	Math				
	Social Studies				
	Science				
English I					
English II					
Algebra I					
Biology					
U.S. History					

Data Analysis:

Attendance for all students

XXX

Student Attendance Percent School-wide	
Year	Rate
18-19	96.5
19-20	97.25



Data Analysis

Dropout Rate

XXX

Dropout Rate	
Year	Rate
18-19	X
19-20	X

Data Analysis

Graduation Rate

XXX

Graduation Rate Percent per Completion	
Year	Rate
18-19	X
19-20	X

Data Analysis:

SAT/ACT Tests

XXX

ACT Scores Percent per Completion	
Year	Mean
18-19	
19-20	



SAT Scores			
Year	Mean	Mean Verbal	Mean Math
18-19			
19-20			

Data Analysis:
AP Scores

AP Scores Percent Passing	
Year	Passing
18-19	
19-20	



Summary of Needs Assessment:

An analysis of the data shows...

1. SH continues to struggle with the implementation of both a Magnet/custom built STEM program and a Bilingual program as discussed previously. We will continue with the Gomez and Gomez Dual Language One-Way framework.
2. SH will continue to address writing vertically to build above grade level skills for all students. SH students will write daily in all core classes to have multiple exposures to the writing process.
3. In order to improve “mastery” level performance on state assessments SH will partner with ESC7 in continued GT training. All teachers at SH will be certified in GT strategies as of August 2020. The only exception could be a new teacher.
4. We continue to address the number of students that struggle academically through PrimeTime. We also utilize daily in-class tutorials through small group instruction and the RTI process.
5. Parent communication and community involvement will be addressed through written, oral, and digital media. The campus now has control over daily operation of the call out system, campus website, and campus social media. The additional communication outlets should be beneficial.
6. Overall classroom engagement.
7. Accessibility of outdoor classrooms and Maker Spaces will enhance student creativity, collaboration, and critical thinking opportunities.
8. Retention of HQ teachers.
9. Focus on a Magnet program with a STEM emphasis.

Our goal at Sam Houston for 2020-2021 is to maintain our “A” accountability rating as well as earn all possible Designation Distinctions.

SBDM Team met via Zoom on June 29, 2020 at 9:00am to review and discuss CAN, CIP, and School-Parent Compact.



Campus Professional Development Plan

Date	Professional Development Description	Presenter
2020-21 BOY	AR/MyOn PD	Pam Kite
2020-21 BOY	SLO & Prescriptive Planning PD	Campus
2020-21 BOY	SIOP PD	E. Collazo
2020-21	GT	ESC7
2020-21	STEM / Technology	ESC7
2020-21	Safe & Civil Schools Implementation	Campus
2020-21	RPM Process	Campus
2020-21	Data Analysis	Campus
2020-21	On-going PD with ESC7	ESC7