

Spring Branch Independent School District

Housman Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The 2017-18 work of the campus is connected to SBISD's strategic plan - The Learner's Journey - and SBISD core values - Every Child, Collective Greatness, Collaborative Spirit, Limitless Curiosity, Moral Compass

Vision

Today is the beginning of a new day. I will do my best and be considerate of others. I am responsible for my behavior. Decisions are mine to make. I am from Housman, and I am a very important person. Today a learner, tomorrow a leader. T-2-4!

School Behavior Expectations

Housman Mustangs will:

Be respectful

Be responsible

Be ready

Value Statement

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

Comprehensive Needs Assessment

Needs Assessment Overview

Technology purchases needed to facilitate progress toward personalized learning for all students.

Professional development is needed to strengthen PLC to meet commitments and answer 4 critical questions.

PLC Commitments: 1. Work in collaborative teams and take collective responsibility for student learning rather than working in isolation. 2. Implement a guaranteed and viable curriculum, unit by unit. 3. Monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments. 4. Use the results of common assessments to improve individual practice, build the team's capacity to achieve its goals, and intervene or extend on behalf of students. 5. Provide systematic interventions and enrichments.

PLC 4 Critical Questions: 1. What do we expect students to know and be able to learn? 2. How do we know they are learning it? 3. How do we respond when they do not learn? 4. How do we respond when they have already learned?

Interventions are needed to close performance gaps as indicated by STAAR and TELPAS data and as projected with MAP data.

Demographics

Demographics Summary

The overall enrollment status for Housman averages between 500-600 students. One noticeable increase at Housman over the past year is the increase in bilingual classes across our grade levels. The trend continues this year in our primary grades, first and second grades, which make the number of bilingual classrooms greater in number for 3 grade levels compared to the ESL classrooms.

Within our attendance zone, we are seeing more modest, single-family unit homes being demolished and new, two-story homes replacing the simpler structures. While the older homes were selling from \$150,000-\$200,000 and now averaging \$300,000 in the past year, the newly-built homes are selling at a little over one million dollars. Many families are opting to sell their homes to capitalize on the property value that has greatly increased.

One of our largest apartment complexes, Oak Forest Apartments, have been sold and are under new ownership. They are being converted to luxury apartments at this reporting. Our current families' leases are being honored and the new pricing will take effect upon renewing the lease. Given these apartments are transitioning to luxury apartments, many of our families will not be able to afford to continue to live at 1370 Afton. Over the past 8 years, we have had two bus routes designated to Oak Forest Apartment families for both morning and afternoon routes. As we still have families residing in the former Afton Oaks, we continue to have 2 buses to the apartment complex.

Demographics Strengths

Although our total enrollment may fluctuate, a Housman strength is that our mobility rate stays between 15-17%. We do have families that continue to have their students attend HME even though they have moved to other districts and some very far away, but who work closeby and/or can take them and bring them here.

Student Achievement

Student Achievement Summary

Testing Data

Strengths and Areas of Progress				Priority Areas
2017 Met 4 Indexes				<ul style="list-style-type: none"> ◦ ELL student progress ◦ TEKS alignment ◦ PLC foundation ◦ Data Analysis Cycle
Index 1 –	Index 2 –	Index 3 –	Index 4 –	
60	32	28	12	
64	40	36	29	
				Data has decreased over the last 4 years in each of the Indexes.
				Build Leadership Team capacity to support alignment RRP 2.0 ; PLC Journey ; Housman Elementary Management Structure

Student Achievement Strengths

According to data for STAAR Spring 2016, coupled with increased standards, HME has closed gaps from campus to district averages. Reading continues to be the biggest gap with a 7 point difference. The other tested subjects are a -2 to a -4 point difference. We will continue to support our science curriculum this school year so that we our students can continue to be successful in this content area wish science representing the smallest 2 point gap.

School Culture and Climate

School Culture and Climate Summary

Student discipline data for 2016-2017 report shows 46 Skyward discipline referrals.

Project CLASS is used to provide students with meaningful feedback and facilitate Love and Logic conversations and interactions among staff and students.

School Culture and Climate Strengths

*Introduction of content leader role to support staff needs

*Veteran staff

*Forums for multiple feedback loops

*OWDL Teacher Team collaborating on 2021 vision of 50/50 model in K-5, all subjects

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff attendance rates are stable. Through various committees we will continue to explore ways to motivate and reward perfect attendance for the staff.

Housman tends to remain stable in staffing with low turnover. Eleven new staff members joined the Housman staff for the 2017-2018 school year.

Staff new to Housman has a content leader for direct support for academic instruction and a mentor or buddy for campus culture and operations connections.

Staff Quality, Recruitment, and Retention Strengths

Content Leader position created to provide direct support to teachers for academic instruction

Teacher leader roles created to provide leadership opportunities.

Many staff members have 10+ years at Housman

Sunshine Committee provides strategic and periodic culture opportunities and experiences for staff to maintain high morale and campus engagement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Testing Data

Strengths and Areas of Progress				Priority Areas
2017 Met 4 Indexes				<ul style="list-style-type: none"> ◦ ELL student progress ◦ TEKS alignment ◦ PLC foundation ◦ Data Analysis Cycle
Index 1 –	Index 2 –	Index 3 –	Index 4 –	
60	32	28	12	
64	40	36	29	
				Data has decreased over the last 4 years in each of the Indexes.
				Build Leadership Team capacity to support alignment RRP 2.0 ; PLC Journey ; Housman Elementary Management Structure

Curriculum, Instruction, and Assessment Strengths

*HME has "Met Standards" since the inception of STAAR

Family and Community Involvement

Family and Community Involvement Summary

How many families and the community members involved in school decisions?

We have approximately 100 people involved in our school through CIT, Parent Volunteers, Academic Mentors, HUG, LPAC and PTA.

Does it need to increase?

Parental involvement is one of the important components of a successful school so we are always looking for new ways to increase our parental and community involvement. We have since added "Coffee, Cookies, and Conversations" with HME administrators over a variety of topics of interest to our parents such as testing (local and state assessments), support for students, behavior techniques and needs, etc.. Our counselor and CIS are a presence in these meetings as well. They have also added "Donuts With Dads" and "Muffins With Moms" meetings this school year.

Housman will continue to provide events and opportunities for families to be involved in their child's education and to connect with our school.

How are they involved?

The parents in CIT help us to analyze and problem solve issues that are brought to our Campus Improvement Team meetings. They also help us to look at our data and other issues that involve student achievement and we solicit their input. Parent volunteers help us around the school and in the library. Their schedule is more flexible but they are always welcomed. Academic mentors and HUG volunteers are involved with the learning of our students. They take interest in the students' progress and once they commit to serving a student, they commit for an entire school year. LPAC parents are involved in helping us make good instructional decisions for our English Language Learners and our PTA parents help us with school programs such as carnival. Though we have struggled to maintain consistent leadership on a PTA Board, we have chaired essential positions to keep operating as a functional PTA. Parents want to help, but also have family obligations that prevent them from a longer-term form of commitment. Those whom have expressed interest have insisted on not taking on the roles of President nor Treasurer though we have made a difference by offering assurance and support.

This school year we will continue our series of meetings called *Coffee, Cookies, and Conversation* where we will invite parents and community members to

meet informally with the school administrators so we can discuss topics that are of interest to them (state and local assessments, the ins and outs of DRA/EDL, Love & Logic, how to help at home, Positive Parenting strategies, etc).

We will continue to offer many opportunities for parents to become involved with their child's education from academic nights (Math Night, Science Night, Literacy Night), to Open House, Carnival, Coffee/Cookies/Conversation events, graduations, fall and spring conferences, and Winter/Spring Fine Arts showcase programs. Despite the struggles our families endure, they are tightly knit family structures that are in attendance in full force during any event we sponsor, something we proudly view as high and positive support of our school.

Family and Community Involvement Strengths

- *Events are well-attended

- *Parents have many opportunities to be involved

- *Parents are welcome and encouraged to volunteer in school

School Context and Organization

School Context and Organization Summary

Content Leader role created for 2017-18 school year to provide direct academic support to teachers for academic instruction.

Dean of Student support role added for 2017-18 school year to provide direct support to Adaptive Behavior Special Education program.

School Context and Organization Strengths

Content Leader role created for 2017-18 school year to provide direct academic support to teachers for academic instruction.

Dean of Student support role added for 2017-18 school year to provide direct support to Adaptive Behavior Special Education program.

Technology

Technology Summary

Technology devices are outdated and need to be refreshed/replaced.

All 1-5 classrooms have ActivBoards.

Kindergarten teachers and special programs do not have interactive boards [ActivBoards].

Technology Strengths

Teachers are actively learning and incorporating ItLearning tools into instructional practices.

Additional Chrome books will be purchased to provide additional access options for instruction as we move toward personalized learning.

Librarian facilitates check out system of laptop/hotspot to students with high circulation rates.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Student Growth: By May 2018, 50% ELL students will show a minimum of one year of growth on MAP and TELPAS.

Performance Objective 1: By May 2018, 50% ELL students will show a minimum of one year of growth on TELPAS and MAP.

Evaluation Data Source(s) 1: TELPAS, MAP

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) PLC Journey: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning.</p> <p>Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	<p>1, 2, 3, 4, 5, 7, 8, 9, 10</p>	<p>Leadership Team Instructional Specialists Teachers</p>	<p>Improvements in instructional practices will indicate increased academic performance on MAP, STAAR, and TELPAS</p>			
				<p>Funding Sources: 211 - Title I, Part A - \$33,647.00</p>		
<p>2) Personalized Learning: Teachers will be engaging in pushing instruction towards a personalized learning format aligning with the district vision of anywhere, anytime learning [access], individualized instruction [rigor], holistic, actionable data, student voice and agency.</p> <p>Personalized Learning will require professional learning for teachers, supplies and materials, books, and digital and technology resources. Implementation of personalized learning may illuminate the need for additional intervention or extension outside the normal school day.</p>	<p>1, 2, 3, 4, 5, 7, 8, 9</p>	<p>Leadership Team Intervention Specialists Teachers</p>	<p>Improvements in instructional practices will indicate increased academic performance on MAP, STAAR, and TELPAS</p>			

3) One-Way Dual Language Implementation Plan [Long-term 2021 outcome is 50/50 model in K-5, reading, math, science, social studies] Teachers will engage in professional learning to understand how to teach one way dual language in a simultaneous model of instruction. Professional learning will require professional development sessions, supplies and materials, books, and digital and technology resources.	1, 2, 3, 4, 5, 7, 8, 9, 10	Leadership Team Teachers	Improvements in instructional practices will indicate increased academic performance on TELPAS, STAAR, and MAP			
	Funding Sources: 211 - Title I, Part A - \$250.00					
4) Provide professional development that increases knowledge and skills related to language acquisition skills and student growth and progress. Professional development and resources will include trainings from Lead4Ward and Harris County Department of Ed.	1, 2, 3, 4, 5, 7, 8, 9, 10	Leadership Team Instructional Specialists Teachers	Improvements in academic performance on TELPAS, STAAR, and MAP			
	Funding Sources: 211 - Title I, Part A - \$46,971.30					
5) Provide students with scientific lab experiences to increase language development, vocabulary, and conceptual understanding of science TEKS. Resources needed may include books, supplies and materials, digital and technology resources, science lab facilitator, and field experiences that may extend beyond the school day.	1, 2, 3, 4, 5, 7, 8, 9, 10	Leadership Team Instructional Specialists Teachers	Improvements in academic performance on TELPAS, STAAR, and MAP			
	Funding Sources: 211 - Title I, Part A - \$1,200.00					
6) Provide teachers with resources to facilitate a balanced literacy model of teaching language arts. Resources needed include books (Spanish & English), teacher professional books, supplies and materials, digital and technology resources.	1, 2, 3, 4, 5, 7, 8, 9, 10	Leadership Team Instructional Specialists Teachers	Improvements in academic performance on TELPAS, STAAR, and MAP			
	Funding Sources: 211 - Title I, Part A - \$1,200.00					
 = Accomplished  = No Progress  = Discontinue						

Goal 2: School Connectedness: By May 2018, 75% of students will report that they believe the adults in the school care about their learning and them as individuals.

Performance Objective 1: By May 2018, 75% of students will report they believe the adults in the school care about their learning and them as individuals.

Evaluation Data Source(s) 1: Panorama

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Implement Project CLASS to build social skills development in students and strengthen social skills teaching abilities in teachers and school staff. Project CLASS provides: *Staff training *Classroom materials *On site coach one time per week throughout school year.		Leadership Team CSHAC Committee	Increased student engagement and academic performance			
Funding Sources: 211 - Title I, Part A - \$5,000.00						
2) CSHAC Committee continues the core teams training on the Social and Emotional Learning Collaborative by District and implement key training components with the staff during Faculty meetings. *ADL/No Place for Hate *Love & Logic Core Values posted in all classrooms and in strategic areas of the campus, which include being Respectful, Responsible, Ready. *Continue Love & Logic as a disciplinary tool. *Continue to provide Project Class support. *Mustang Moment Award - recognition of students doing great things on campus. *Unintentional injuries, Suicide, Violence prevention will be addressed to all staff. *Promote hand washing. *Anti-bullying efforts. *Discipline/Love & Logic Committee added (TBSI). *Red Ribbon Week		Leadership Team CSHAC Committee	Increased student engagement and academic performance			
Funding Sources: 211 - Title I, Part A - \$3,978.00						

<p>3) Branching Minds(1) Identify students in need of intervention, (2) gather data using insight surveys, student progress, student achievement, and student input, (3) determine the intervention, (4) work on the intervention, (5) monitor progress and stakeholders meet to check in, (6) Next steps: intervention is sufficient and continues, intervention is sufficient and no longer needed, intervention is not sufficient & need to repeat RtI cycle. The RtI process will require professional learning for teachers, supplies and materials, books, and digital and technology resources. Implementation of the RtI process may illuminate need for additional intervention or extension outside the normal school day.</p>		<p>Campus Leadership Team</p>	<p>Increased student engagement and academic performance</p>			
<p>4) Parent Involvement: We will host information sessions for parents focused on how to best support our students in their academic success. These will include monthly Coffee with the Principal, information nights regarding TELPAS and ESL programming, as well as sessions on how best to support students in preparing for STAAR. We will also host a literacy and math night. Our social worker and counselor will also host parent education sessions. We will send home flyers publicizing these events specifically and will also feature these a monthly newsletter sent home to parents.</p>		<p>Leadership Team Counselor CIS</p>	<p>Increased student engagement and academic performance</p>			
<p>Funding Sources: 211 - Title I, Part A - \$1,030.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 2: School Connectedness: By May 2018, 75% of students will report that they believe the adults in the school care about their learning and them as individuals.

Performance Objective 2: By May 2018, the Housman Elementary Instructional Leadership Team will develop proficiency in PLC commitments and 4 Critical Questions for 100% proficiency of effective PLCs with teacher teams.

Evaluation Data Source(s) 2: Gradual release of PLC facilitation from Instructional Leadership Team to teachers
 PLC Agendas
 Data Analysis

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) PLC Journey: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	1, 2, 3, 4, 5, 7, 8, 9, 10	Leadership Team	Increased student engagement and academic performance on STAAR, MAP, and TELPAS			

<p>2) Personalized Professional Learning: Faculty will engage in professional development and professional learning that align to teacher and student needs and goals. Professional learning will be personalized and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touchpoints), faculty meetings, and through external opportunities (Professional Development - registration, seminars, school visits, etc) based on team and individual learning goals. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology equipment and software for teachers and/or students. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	<p>1, 2, 3, 4, 5, 7, 8, 9, 10</p>	<p>Leadership Team</p>	<p>Increased student engagement and academic performance on STAAR, MAP, and TELPAS</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 3: Post-Secondary Readiness, Achievement: By May 2018, 25% of 5th grade students will accomplish the Meets post-secondary readiness score on STAAR Math and Reading.

Performance Objective 1: By May 2018, 25% of 5th grade students will accomplish the Meets post-secondary readiness score on STAAR/MAP Math and Reading.

Evaluation Data Source(s) 1: STAAR and MAP

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) PLC Journey: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning.</p> <p>Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	<p>1, 2, 3, 4, 5, 7, 8, 9, 10</p>	<p>Leadership Team Instructional Specialists</p>	<p>Increased academic performance on STAAR and MAP</p>			
<p>Funding Sources: 211 - Title I, Part A - \$53,472.00</p>						

<p>2) Personalized Professional Learning: Faculty will engage in professional development and professional learning that align to teacher and student needs and goals. Professional learning will be personalized and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touchpoints), faculty meetings, and through external opportunities (Professional Development - registration, seminars, school visits, etc) based on team and individual learning goals. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology equipment and software for teachers and/or students. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	<p>1, 2, 3, 4, 6, 7, 8, 9, 10</p>	<p>Leadership Team</p>	<p>Increased student engagement and academic performance on STAAR and MAP</p>			
<p>3) Personalized Learning: Teachers will be engaging in pushing instruction towards a personalized learning format aligning with the district vision of anywhere, anytime learning [access], individualized instruction [rigor], holistic, actionable data, student voice and agency. Personalized Learning will require professional learning for teachers, supplies and materials, books, and digital and technology resources. Implementation of personalized learning may illuminate the need for additional intervention or extension outside the normal school day.</p>	<p>1, 2, 3, 4, 5, 7, 8, 9, 10</p>	<p>Leadership Team Instructional Specialists Teachers</p>	<p>Increased student engagement and academic performance on STAAR and MAP</p>			
<p>Funding Sources: 211 - Title I, Part A - \$20,888.00</p>						
<p>4) Parent Involvement: We will host information sessions for parents focused on how to best support our students in their academic success. These will include information nights regarding TELPAS and ESL programming, as well as sessions on how best to support students in preparing for STAAR. We will also host a literacy and math night. Our social worker and counselor will also host parent education sessions. We will send home flyers publicizing these events specifically and will also feature these a monthly newsletter sent home to parents.</p>	<p>1, 2, 6, 7</p>	<p>Leadership Team CIS Counselor Teachers</p>	<p>Increased student engagement and academic performance on STAAR, MAP, and TELPAS</p>			

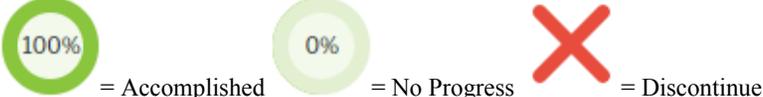
5) TECHNOLOGY - Provide technology resources and professional development to support growth toward personalized learning for students.		Leadership Team Teachers	Increased student engagement and academic performance on STAAR, MAP, and TELPAS			
Resources Needed: Technology Tools - chrome books, ipads, headphones, printers Technology Training - professional development and substitutes for professional development Technology Resources - Digital resources including subscription services	Funding Sources: 211 - Title I, Part A - \$16,805.00					
6) Provide supplemental services/support in the content areas [ELA/SLA, Math, Science, Social Studies] and for students identified as At Risk.		Leadership Team	Increased student engagement and academic performance on STAAR, MAP, and TELPAS			
Intervention Specialists provide support to teachers and students in classrooms and through PLCs.	Funding Sources: 211 - Title I, Part A - \$13,000.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: Post-Secondary Readiness, Equity: Decrease the performance gap between Housman ELL students and non-ELL students.

Performance Objective 1: Decrease the performance gap by 5% between Housman ELL students and non-ELL students.

Evaluation Data Source(s) 1: STAAR, MAP

Summative Evaluation 1:

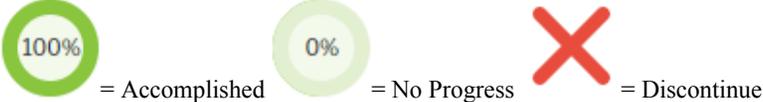
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) PLC Journey: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	1, 2, 3, 4, 5, 8, 9, 10	Instructional Leadership Team Teachers	Decreased gap between ELL and non-ELL students on STAAR and MAP.			
				Funding Sources: 199 PIC 11 - Instructional Services - \$4,858.00		
2) Provide supplemental services/support in the content areas [ELA/SLA, Math, Science, Social Studies] and for students identified as At Risk. Intervention Specialists provide support to teachers and students in classrooms and through PLCs.	1, 2, 3, 4, 5, 8, 9, 10	Instructional Leadership Team	Decreased gap between ELL and non-ELL students on STAAR and MAP			
				Funding Sources: 199 PIC 11 - Instructional Services - \$3,000.00		
						

Goal 5: To remain in compliance with Federal and State law including district and campus initiatives.

Performance Objective 1: To remain in compliance with federal, state, and district requirements.

Evaluation Data Source(s) 1: See strategies above associated with Goals 1-3 that address Student Growth, Post-secondary Readiness, and School Connectedness.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual materials. After-school extended day Summer School Computer assisted instruction includes: [input resources here]						
2) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.						
						

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Yolanda Rodriguez	Assistant Principal
Administrator	Lindy Robertson	Principal
Classroom Teacher	Caridad Salazar	Teacher
Classroom Teacher	Maria Garza	Teacher
Parent	Mercedes Rivera	Parent
Parent	Tatiana Villalon	Parent
Business Representative	Sergio Maldonado	Business Representative
Community Representative	Ruth Morris	Community Member
Non-classroom Professional	Sayuri Rubio	Counselor
District-level Professional	Stephen Shorter	District Level Member

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Other Reading Materials - Bilingual	6329	\$1,670.00
4	1	1	Other Reading Materials - At Risk	6329	\$3,188.00
4	1	2	Supplies and Materials	6399	\$3,000.00
Sub-Total					\$7,858.00
Budgeted Fund Source Amount					\$21,840.28
+/- Difference					\$13,982.28
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$200.00
+/- Difference					\$200.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,670.00
+/- Difference					\$1,670.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,697.32
+/- Difference					\$2,697.32

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,823.92
+/- Difference					\$11,823.92

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty - Professional	6116	\$2,700.00
1	1	1	Professional Salary	6119	\$21,221.00
1	1	1	Extra Duty Paraprofessional	6125	\$851.00
1	1	1	Substitutes	6112	\$1,100.00
1	1	1	Misc Contract Services	6399	\$2,000.00
1	1	1	Medicare	6141	\$349.00
1	1	1	Employer Contribution	6142	\$2,360.00
1	1	1	Workers Comp	6143	\$154.00
1	1	1	Teacher Retirement	6146	\$2,912.00
1	1	3	Other Reading Materials	6329	\$250.00
1	1	4	Supplies and Materials	6399	\$1,000.00
1	1	4	Extra Duty Professional	6116	\$4,050.00
1	1	4	Substitues	6112	\$1,650.00
1	1	4	Extra Duty Paraprofessional	6125	\$1,275.90
1	1	4	Professional Salary	6119	\$30,332.00
1	1	4	Medicare	6141	\$523.50
1	1	4	Employer Contribution	6142	\$3,540.00
1	1	4	Workers Comp	6143	\$231.00
1	1	4	Teacher Retirement	6146	\$4,368.90
1	1	6	Educational Subscription Magazines	6235	\$1,200.00

2	1	1	Project CLASS	6299	\$5,000.00
2	1	2	Extra Duty Professional	6116	\$675.00
2	1	2	Extra Duty Paraprofessional	6125	\$213.00
2	1	2	Supplies and Materials	6399	\$1,500.00
2	1	2	Transportation	6494	\$1,040.00
2	1	2	Substitutes	6112	\$550.00
2	1	4	Extra Duty Professional	6116	\$675.00
2	1	4	Supplies and Materials	6399	\$355.00
3	1	1	Extra Duty Professional	6116	\$4,050.00
3	1	1	Extra Duty Paraprofessional	6125	\$1,276.00
3	1	1	Professional Salary	6119	\$30,332.00
3	1	1	Medicare	6141	\$524.00
3	1	1	Employer Contribution	6142	\$3,540.00
3	1	1	Workers Comp	6143	\$231.00
3	1	1	Teacher Retirement	6146	\$4,369.00
3	1	1	Substitutes	6112	\$1,650.00
3	1	1	Region 4	6239	\$2,500.00
3	1	1	Misc. Contract Services	6299	\$2,000.00
3	1	1	Other Reading Materials	6329	\$1,000.00
3	1	1	Supplies and Materials	6399	\$2,000.00
3	1	3	Extra Duty Professional	6116	\$1,350.00
3	1	3	Professional Salary	6119	\$10,111.00
3	1	3	Extra Duty Paraprofessional	6125	\$425.00
3	1	3	Employer Contribution	6142	\$1,180.00
3	1	3	Medicare	6141	\$175.00
3	1	3	Workers Comp	6143	\$77.00
3	1	3	Teacher Retirement	6146	\$1,457.00
3	1	3	Substitutes	6112	\$550.00

3	1	3	Other Reading Materials	6329	\$250.00
3	1	3	Supplies and Materials	6399	\$1,313.00
3	1	3	Transportation	6494	\$4,000.00
3	1	5	Technology	6398	\$15,805.00
3	1	5	Technology Student Facing Tool/Programming	6397	\$1,000.00
3	1	6	Professional Salary	6119	\$10,110.00
3	1	6	Medicare	6141	\$174.00
3	1	6	Employer Contribution	6142	\$1,180.00
3	1	6	Teacher Retirement	6146	\$1,458.00
3	1	6	Workers Comp	6143	\$78.00
Sub-Total					\$196,241.30
Budgeted Fund Source Amount					\$276,687.00
+/- Difference					\$80,445.70
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,537.80
+/- Difference					\$6,537.80
865 - Student Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$14,991.23
+/- Difference					\$14,991.23
Grand Total					\$204,099.30