

Spring Branch Independent School District

Housman Elementary School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Comprehensive Needs Assessment

Demographics

Demographics Summary

The overall enrollment status for Housman continues to average between 585-600 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. Housman will also have a multi-age OWDL Bilingual Vietnamese class for 1st and 2nd grade continuing this year while our 3rd grade students will see an early exit into 3rd grade mainstream classes.

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.

Demographics Needs

HME does its absolute best to allow students to stay who are moving by offering students in good standing the opportunity to continue at HME given that the parent can provide transportation. We also allow our Vietnamese Bilingual Students in good standing to stay and continue here at HME 3rd through 5th grades. WE also consider siblings of students in the Vietnamese Bilingual program who are older and not of Vietnamese Bilingual Program age and siblings of students from VOE who are not in bilingual ed to keep the families together and to keep our enrollment numbers as stable as possible.

Student Achievement

Student Achievement Summary

1. What does 2015-2016 student achievement data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?

Although Housman is a school that met standards on each index, the data indicates areas of concern in literacy for grades 3-5. Housman fell below district averages 3rd and 4th in reading, and also scored below District averages in writing. Although 5th grade scored 78%, which was above the district averages there continues to be a concern in Reading. Comparative data for reading is as follows: district 70%, and campus 63%; Writing-state 67%, district 63%, campus 58%. A further breakdown of the Reading (Spanish) scores for 3rd and 4th indicated that 44% and 32% of students tested met satisfactory standards. In Reading (English) 3rd grade showed 56% of the students met satisfactory standards and 75% of 4th grade met satisfactory standards. In 5th grade Reading 78% of students met standards.

There are concerns in Math across grade levels as we fell below the district in this area. For 3rd grade Math, of the 96 students tested, 51% met/satisfactory standards, LEP students were at 57%, females scored 53% and males 49%. There were 96 students tested for 4th grade Math and 72% met/satisfactory standards, with females scoring equal to males. Additionally, for 5th grade Math, 67 students were tested and 78% (combined total of 1st and 2nd administration) met/satisfactory standards. Again, females scored higher than the standard at 84%, males at 69%, and LEP students at 84%.

Science data reflects Housman falling below state and district averages with a 69%. Housman's total ethnic distribution has a large Hispanic population with smaller sub population groups: African American, White, and Asian with remaining groups at 1% or fewer. A pattern is noted across sub-population data where groups were represented that our Asian population are the highest scorers, followed by Hispanic, then African American and White. In all categories and across grade levels females scored equal to or higher than males. The majority of our students are economically disadvantaged and are outperformed by the much smaller group of non-economically disadvantaged groups. Our At-Risk students, which constitutes a majority of our population, continue to struggle to meet basic minimum standards and our special education students continue to lag. Our bilingual students outperform both special education students as well as students in an ESL program.

HOUSMAN Spring 2016		DISTRICT AVERAGE Spring 2016
Reading	63	70
Math	66	70
Writing	58	63
Science	69	71

In which areas are you showing growth? At what rate? Compared to which standard of achievement?

According to data from STAAR Spring 2016 testing, school averages decreased in Reading and Writing. In Reading scores declined by 1% and in Writing by 6%. Science remained at the same passing rate of 69%. Math scores for 2015 are not available for comparison.

What impact are intervention programs having on student achievement? Which students are benefiting from your programs? Which students are not?

The interventions that were in place last year, along with targeted students, were selected based on test data. There were many students benefiting from these interventions, such as HUG mentors for selected 2nd grade students, small group tutorials in grades 3-5 for Reading, Math, and Science, and after school tutorials for Reading and Math. Also, the students who participated in reading tutorial were based on readworks.org from 3rd through 5th grades. We also tried something new which was to provide reading tutorials only, to mirror our primary SMART goal and add in math and science second semester.

What do your longitudinal data tell you about the effectiveness of your staff? Is there alignment between your student performance data disaggregated by teacher and your spring appraisal summative feedback?

Longitudinal data shows that our veteran staff has the expertise to be thorough and methodical in their delivery, including having the experience with getting students on grade level. What we need to work on is empowering teachers to take on newer methodologies and embracing and applying newer approaches (Steph Harvey Comprehension Toolkit, Math in Focus, Model Drawing, Matt Glover, Daily 5, CCP/Balanced Literacy, Judy Wallis strategies, Residencies) along with more small group, accelerated reading instruction to increase student comprehension and to narrow the gap of students reading below grade level. This is a very talented staff, a very advanced staff, and they can be pushed to higher levels to improve teaching and learning. And, we are getting better. Our appraisal summatives have been aligned with performance data. As stated in a latter response, with more rigorous testing, it is exposing our gaps in achievement. So that all are clear on expectations, we have our 3 year goals that align with our SMART Goals. We will continue to work towards achieving the following: all students will make one year's growth in reading and/or are reading at or above grade level by the end of the school year, that our LEP exit rate continues to increase by the end of 5th grade, and that we continue to motivate all students to learn by 2018. We are committed as administrators to continue to lead the way to innovation and model being risk-takers in learning so that teachers become the Lead Learners in their respective classrooms.

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.

Student Achievement Needs

The data indicates areas of concern in Writing (4th grade) and Reading for grades 3-5. Last school year's test scores in the area of Writing were 64% and they have remained the same this school year with a 2016 score of 63%. In Reading last year's Reading test scores were at 64 and this year they dropped 1 point to a 63. We will be working with teachers to ensure that they design their lessons with interventions geared toward those students that are requiring support in the area of Reading. Research shows that good readers have the potential to be good writers therefore we will continue to work with 4th grade teachers and provide professional development and time during our PLC's to design effective and integrated reading/writing lessons. Assessments will also be an area that we will continue to discuss with 4th grade teachers so that they know which writing skills students have mastered and which skills need additional attention. It is through the collaborative effort of each grade level that we can accomplish our SMART goal in Reading where our students are reading at or above grade level on DRA/EDL by the end of the school year.

An additional two intervention specialists were hired this school year to provide support to teams with one dedicated to math and the other to LA. Through our intervention specialists, we will work to refine teaching and learning through guided planning, moving to CFAs/CFUs, refining small group instruction especially in guided reading, and implementing AIR strategies.

School Culture and Climate

School Culture and Climate Summary

What evidence is there that students and staff are collectively aligned with the vision and mission of the school?

Housman staff has always held themselves to high standards of excellence and achievement and are competitive in nature. Literacy and math are areas of need and CRT assessments align with that data. We continually hold conversations with teachers throughout the year regarding these academic areas and about making the right adjustments in our design, delivery, and instruction to meet the expectations of the new standards- increased rigor and relevance. We are in our initial years into our newly-formed Housman Collaborative Team, a team that looks at every aspect of school life at Housman that includes every body of data so that we are targeting the right goals and areas of need that foster buy-in.

Our staff is a very knowledgeable staff, and for the most part have lots of experience, but this will mean doing things differently, not how they have always been done. We are hosting planning sessions with Judy Wallis to help support our Literacy goal of adjusting our bird's eye view of our long range HME genre study plan. All staff will participate in at least one "Residency" that focuses on balanced literacy, CCP, and genre studies. We will continue to support primary grades to bring literacy support via H. Mercado, a strategy we are committed to for now. We will continue to work with K/1 to support our ongoing efforts to close reading achievement gaps as early as they are identified. During our professional learning community extended planning times, we are going to continue our focus on discussions, sharing ideas, and analyzing students' performance in the areas of literacy, science and mathematics using the "product-process" model.

In light of STAAR accountability ratings along with higher standards at rigorous levels, our vision and mission statements are being revamped. We have had MVVG in place, it is time to reconsider our MVV statements. Housman staff members are committed to continuing to be a school that meets all standards based on all 5 performance index domains. Our teachers will have information for parents regarding grade level expectations and homework at our Open House. We believe that through partnering with parents we can ensure the academic success of all our students.

What does the data indicate regarding classroom management, discipline referrals and organization? How does this compare to campus student achievement data?

The school survey indicates that discipline is an area where we can always improve. The implementation of Love and Logic has helped, but the number of repeat offenders continue to exhibit the same behaviors. As a school, we need to collaborate and implement a positive reinforcement system that recognizes and encourages appropriate student behavior. The "white slips" that we are using in the form of discipline referrals combined with After School detentions, ISS, OSS are not changing behavior for our most chronic offenders. We need to think out of the box in regards to discipline to increase appropriate student behavior and decrease unacceptable behavior.

Through our conversations with the HME Collaborative Team we have developed several school wide norms. We have a student pledge that is posted in every classroom. We have 3 core values for students: Be Respectful, Be Responsible, and Be Ready. The 3 R's embody the values we have for students and are embedded in our daily procedures and classroom rules that we will continue to implement this coming school year. The discipline committee along with admin and HCT has decided that all efforts to improve behavior in the cafeteria have had little effect with the lack of any incentive system that is effective, we have moved in a new direction. Our new strategy this year is to pair teachers to share cafeteria duty. We are also continuing into our second year to recognize students who do "random acts of kindness" throughout the school day. This recognition comes through the Mustang Medal. Our principal recognizes these students during morning announcements every Friday morning and all medals are added to our Mustang Medal wall of fame in the main hallway for all to see. We have also added a way to recognize every student through our new "Student of the Month" initiative so that all students are recognized by the end of the year by their classroom teacher and at student recognition assemblies every 9 weeks.

What students are involved in extracurricular, club and other areas? Who are these students? What does student achievement reflect about this students verse others who are not involved?

The students that are involved in extracurricular activities, namely our after school program, are students in grades 3-5 that have been specifically targeted to receive extra help based on their needs. These conversations are had at NCLB/student tracking conferences with teachers where administrators and teachers track progress and make suggestions for providing the types of interventions necessary for bringing the student on level. These are targeted students for targeted tutorials and interventions. Students' most current DRA is used to place students in the program as well as any previous benchmark and STAAR data. This years' science program will be geared toward including all 5th graders. We are implementing a different approach to support one of our 3-year goals and our priority SMART goal- offer literacy/reading support intervention as soon as our Boy's & Girl's Club begins in mid-October and phase in math and science support in January. We believe that if we focus on reading first and foremost, we will reach our desired outcome. Students 3-5 are the only ones receiving tutorials while the BG's Club services a small number of 1st and 2nd graders solely in their program.

We are fortunate that our partnership with the BG's Club has come to fruition and we are heading into our third year of wrap-around service. We are excited that with the Boys and Girls Club support we will be able to offer a variety of activities to our students that we were unable to do so before in the after school program due to lack of funds. Students who attended tutorials and/or Boy's and Girl's Club were students who became more involved in school with more students passing one or more section of STAAR that did not exhibit success in prior years.

A challenge for Housman will be to keep finding creative ways to provide interventions to more students that are identified as in need when budgets are greatly limited. Students who are more involved in school are more successful especially when students' academics involved extra support. Although we saw excellent results out of the students who are in Learning Together Reading compared to their peers, it is a program we have had to let go of. It is extremely costly and can only provide for 24 students total and each year presenting major funding challenges. A free quality resource, Readworks.org has replaced our reading intervention L2.

We have seen how the majority of students who participate in our after school program make gains academically. We will continue to target specific students based on need.

School Culture and Climate Strengths

- *Staff genuinely cares about each other
- *High OHI past scale scores
- *TRIPOD strengths
- *Low turn-over
- *Forums for multiple feedback loops
- *Housman Collaborative Team success
- *Transparent data conversations
- *Closing gaps on TRIPOD survey 7Cs
- *Teachers as risk-takers to try OWDL English Aggressive vs OWDL tracks with success

School Culture and Climate Needs

- *Team building is always is work in progress
- *Building stronger, advanced PLCs; product-process driven
- *Continue to work on student needs (academic/SSC process and behavior/Project Class and Care Coaches for students with more involved needs)
- *Tools for dealing with the most behaviorally challenged students
- *Continue focus on motivating students to learn
- *Continue to build a culture of Lead Learners (admins and teachers)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

What is your staff attendance rate? Retention rate? Turnover rate?

Staff attendance rates are stable, but as with anything, can always be improved. Through various committees we will continue to explore ways to motivate and reward perfect attendance for the staff. Teachers that have school-age children tend to have more absences due to having to take care of family illnesses or other related matters.

Housman tends to remain stable in staffing with low turnover. We will have 6 teachers new to Housman this school year in the following grade levels: 1st OWDL, 2nd OWDKm 3rd ESL, and 4th OWDL, 5th ESL, and Sped Reading Resource. 2 were added positions, 2 teachers retired, 1 resigned to work closer to home in Katy, and 1 teacher was promoted to Diagnostician. All teachers have experience except for one new teacher to the field of education. At the end of the 2016-2017 school year, I will have 2 long-term Housman teachers retire after 30+ years of service each.

A strategy we implement here at Housman is to have 2 types of mentors for any teacher new to Housman, an academics mentor and an operations mentor. This has created a welcomed effect of a whole grade level taking care of a new teammate. We also hold new teacher support meetings to bring added training and information sessions to help teachers assimilate to Housman and their respective new teams. It is important to retain the teachers we do have given the teacher shortage issue here in Texas. One of the main reasons teachers leave is due to the lack of support, hence our efforts to continue to recruit and retain teachers through improving support systems and our quality of work like here at HME.

Staff Quality, Recruitment, and Retention Strengths

*Teacher turn-over is low

*Veteran staff

*Many staff members have 10+ years here at the same school

*Staff has worked to be a more unified staff (team roles and responsibilities, PLCs, school-wide goals, and several group activities such as playing the lotto together, having Biggest Loser weight-loss contests, staff bowling days, celebrations every month)

*Investment in staff training and support (July Wallis, Diane Fanning, Kelley Edwards, CCP Cohorts with 2nd/3rd grades, Holly Mercado, Project Class,

Residencies, PLCs, Intervention Specialists, Residencies, EL/Dr. Mercuri, AIR initiatives etc)

Staff Quality, Recruitment, and Retention Needs

*We have worked hard to be about a culture of learning (difficult with veteran staff) which is always going to be something we work towards

*Retention and hiring for longevity is key; limited quality candidates

*Sustaining ongoing professional development opportunities (rising quality consultant fees and substitute costs)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Housman's SMART goals continue to be reading/literacy as our main goal, math as our secondary goal, and to continue to maintain our science program. Efforts to close literacy gaps include our first year participation in SBISD's CCP Cohort 2, genre planning with Judy Wallis, AIR initiatives, and EL strategies with Dr. Mercuri. We have also hired 2 intervention specialists, one over LA and other over math to provide curriculum support to teachers and teams in an effort to close gaps school-wide.

Our intervention specialists work with teams on curriculum, planning, and modeling lessons. In math, specific effort and attention has been given to creating CFA/CFU's. It continues to be a work in progress.

Curriculum, Instruction, and Assessment Strengths

- *HME has "Met Standards" since the inception of STAAR
- *HME earned a gold star Academic Distinction in Science
- *All indexes exceeded minimum requirements by a good number except for 1 index
- *Solid teachers provide solid instruction

Curriculum, Instruction, and Assessment Needs

- *Need to see where teachers fall in levels of support for balanced literacy.
- *Aging technology keeps PBL and projects at bay
- *Newly hired Intervention Specialists need to work fast to identify needs and build a plan of action not knowing teachers, students, HME trends
- *Strengthening Special Ed resource classes lesson design and delivery
- *Strengthening design and delivery of instruction for LEP students

*Need to strategize to close literacy gaps on state and local assessments

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

Family and Community Involvement Needs

- *Add more parent support/training opportunities (PPP Parenting will be offered for the second year; CIS trained this year)
- *Continue to connect hard-to-reach parents
- *High At-Risk and low SES population
- *Struggling ELL learners; most have attended school since PK here in SBISD and are low language in L1 and L2

Technology

Technology Summary

Identify the barriers to the effective use of technology resources on your campus to:

Design and deliver instruction using flipchart curriculum and the ActivBoard

Teachers are well versed in the use of ActivBoards. The one barrier is an external one and that is that we must wait to use this technology to be repaired when it is not working properly. Also, training is a barrier. Since the initial ActiveInspire training was provided there are no systematic sessions being offered to help teachers take their flipcharts to the next level.

Provide access to information on demand

This is something that we strive to do and teachers are incorporating in their lessons activities so that students become good digital consumers. This is an ongoing project since students and teachers must learn to distinguish good and reputable sites from those that may not be providing accurate information. For this our barrier is that we do not have a 1:1 ratio of electronic devices per student though we work as a campus on a plan every year to increase the number of devices.

Provide opportunities for students to create products using technology

This is something that comes with analyzing and thinking through lessons and activities for our teachers. Students may be ready to take the next step but they also need to learn basic computing skills such as keyboarding. Our barrier here is time. We need to find ways to build in the time for teachers to integrate products that are meaningful to the learning experience and relevant to the academic lessons being taught and students need to be able to use the computer device with accuracy and speed. We are currently using library time to ensure that students get to use technology on a consistent basis and for our teachers we will have planning sessions where we have discussions that relate to how technology is a tool that can be used by students to produce what they have learned in a variety of ways.

Technology Strengths

*Teachers are tech-savvy

*Teachers create engaging lessons that integrate technology often

*Many use applications on ipads, personal devices to communicate with parents and to manage classrooms

*School is committed to investing in acquiring more devices each year

*School is committed to laptop/hotspot check outs to students; high circulation rates

Technology Needs

*In the era of budget constraints, our replacement and repair budgets cannot keep up with the demand

*We need an insurance plan to replace devices even if paid for by PTA

*Less of a focus noticed for the 11 Tools/23 Things

*Technology committee has been reinstated as the Science & Technology Committee

*Aging devices have teachers wanting to spend their grade level account money on getting some netbook/chromebooks

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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: By 5th grade, 90% of students will score either DAE or AD on end of year DRA/EDL.

Performance Objective 1: A focus on literacy will further increase the expectations at Housman for reading on grade level (DAE) and at an advanced level (AD). This will also challenge teachers to elevate their expectations for all students across each grade level so that we are sending more students reading at or above grade level to the subsequent grade. By creating a culture of learning, moving a school entails empowering teachers through ongoing staff development.

Evaluation Data Source(s) 1: Creating a culture of learning, we will continue our strategic approach in addressing our literacy gaps via professional development based on Balanced Literacy-CCP/Guided Reading focus for all teachers in an effort to make every teacher a teacher of reading, DRA/DRA calibration and action plans based on data, Judy Wallis Residencies specific to HME, participation in SBISD residencies, Summer PD for K/1st grades, using previous and current DRA data and tracking by teams, teachers and students. Building strong readers will also reflect higher achievement school-side on local and state assessments.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Integrate reading and writing through genre studies in a Readers/Writer's Workshop Approach. The 2016-2017 school year will promote Genre Study as means to promote thoughtful, critical readers and writers in all grade levels. *Use of Daily 5 as needed to support independence in the classroom in reading and writing. *Continue the Next Steps in guided reading groups (Kg-5) for students in need of reading support in the classroom. *Small groups for students in need of reading support in classroom. *Use of Mountain Language Arts (1-5) as needed *CCP Residency *Struggling Readers Residency Materials: Post-It pad chart paper for Genre Study Anchor charts. Guided Reading books in English & Spanish.	1, 3, 4, 9	Administration Intervention Specialists Staff	Weekly lesson plan review Weekly team meeting dialogue Walk throughs-intermittently Agendas, Sign-Ins (per session) Quarterly district assessments Monthly committee meetings CIT meetings Quarterly progress reports Quarterly report cards			

<p>2) Incorporate use of Checkpoint measures grades 2-5 and work samples/writing samples grades Kg-1</p> <p>*Monthly running record-one minute probe</p> <p>Staff Training:</p> <p>*Narrative Writing</p> <p>*Expository Writing</p> <p>*CCP refresher</p> <p>*Product-focused PLCs to drive staff development</p> <p>*Participate in spelling bee</p>	2, 4, 8	<p>Administration</p> <p>Intervention</p> <p>Specialists</p> <p>Staff</p>	<p>Weekly lesson plan review Weekly team meeting dialogue</p> <p>Walk throughs-intermittently Agendas, Sign-Ins (per session) Quarterly district assessments Monthly committee meetings CIT meetings Quarterly progress reports Quarterly report cards</p>			
<p>3) Continue to integrate social studies and science across all curriculum areas as well as integrating Language Arts into the social studies and science curriculum areas through the use of toolkit in all grades. Toolkit usage Kg-5 will help support integration across content areas.</p>	1, 2, 3, 6	<p>Administration</p> <p>Intervention</p> <p>Specialists</p> <p>Staff</p>	<p>Weekly lesson plan review Weekly team meeting dialogue</p> <p>Walk throughs-intermittently Agendas, Sign-Ins (per session) Quarterly district assessments Monthly committee meetings CIT meetings Quarterly progress reports Quarterly report cards</p>			
<p>4) *Continue to grow Guided Reading library including lower levels (Spanish & English)</p> <p>*Continue to grow Read Aloud Spanish collection</p> <p>*Expectation for Read Aloud in all content areas</p> <p>*Purchase updates for Motivation Reading (Mentoring Minds)</p> <p>*Purchase additional poetry</p> <p>*Purchase big books & library books</p>	2, 10	<p>Administration</p> <p>Intervention</p> <p>Specialists</p> <p>Staff</p> <p>Literacy Committee</p>	<p>Weekly lesson plan review Weekly team meeting dialogue</p> <p>Walk throughs-intermittently Agendas, Sign-Ins (per session) Quarterly district assessments Monthly committee meetings CIT meetings Quarterly progress reports Quarterly report cards</p>			
<p>5) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.</p> <p>All faculty is receiving year long training on Guided Reading utilizing "The Next Step in Guided Reading". Through PLCs; discussions, analyzing student writing, running records, and teacher observations are utilized to fine tune teacher skills in identifying and addressing student strengths and weaknesses. A student tracking system, called "The War Wall" is in place at all grade levels. Teachers move students across the wall based on DRA/Guided Reading levels as well as skill/strategy needs. This is done monthly so that plans can be made to help ensure student success. Balanced Literacy strategies and PD will continue.</p> <p>*2nd/3rd grade will begin CCP Cohort 2.</p>		<p>Intervention</p> <p>Specialists</p> <p>Campus Principal</p>	<p>Running Records</p> <p>Miscue Analysis</p> <p>Reading inventory</p> <p>Mid Year Reading Levels</p>			

<p>6) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Dual Language Programs (Dept. Support Meetings) * Problem-Based Learning * Inclusion Training * Small Group Instruction * Rigor/Relevance * K/1 Developing Workstations * Judy Wallis: Genre Birdseye View planning x2 days w/Lit Committee *Language development (grammar and vocabulary building, Building Vocabulary Gr. Level Expectations 2-5) *Balanced Literacy/CCP *Words Their Way Training all grades, English/Spanish * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. 	4	<p>Campus Administrators Team Leaders Intervention Specialists Literacy Committee</p>	<p>Obs. S., DRA/EDL, QRI (fall and mid year), Fall Released state test Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 weeks prior to each report card Eng. Acquisitions Measure (periodic) Identify At-Risk Students (fall)</p>			
<p>7) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>*Teachers, Administrators and ILT have drafted a year-long plan for staff development in subject areas identified by the Housman Collaborative Team as areas of need (SMART Goals: Reading, Math Problem Solving, Science) via PLCs, team and staff meetings.</p> <p>*Meetings in configurations-Team meetings, Team Leader meetings, PLCs, Committee/Dept meetings.</p>	4	<p>Campus Administrators Team Leaders Intervention Specialists</p>	<p>Calendar (fall & spring) Edmin Reports (monthly) Lesson Plans (weekly) Appraisals (fall & spring) Walk-thru documentation per semester</p>			



= Accomplished



= No Progress



= Discontinue

Goal 2: By 5th grade, 80% of ELL students will meet exit criteria.

Performance Objective 1: Housman will address students' needs beyond elementary years and make it a priority to allow students every opportunity (support) to exit. Housman will prepare all students for a timely exit, building upon each student's strengths, so that students have the skills, without the over-reliance of STAAR accommodations, to exit. Students will be tracked as sub-cohort grade levels starting in 2nd grade so that a collective 80% meet exit criteria by the end of 5th grade.

Evaluation Data Source(s) 1: ELPS staff development, ELL tracking (ELAR & ARLA) will be used to track student success on TELPAS improvement from year to year while increasing the number of students exiting by meeting STAAR criteria.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Dual Language Programs (Dept. Support Meetings) * Problem-Based Learning * Inclusion Training * Small Group Instruction * NRT (Gr. 2-5) * Rigor/Relevance-ICLE * Judy Wallis: Language Arts (with Genre Planning Team, 2 dates) * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.	4	Campus Administrators Team Leaders Intervention Specialists	Obs. S., DRA/EDL, QRI (fall and mid year), Fall Released state test Benchmarks/PSAs, 9 weeks Report Card, 9 weeks Progress Reports 3 weeks prior to each report card Eng. Acquisitions Measure (periodic) Identify At-Risk Students (fall)			

<p>2) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>*Teachers, Administrators and ILT have drafted a year-long plan for staff development in subject areas identified by the Housman Collaborative Team as areas of need (SMART Goals: Reading, Math Problem Solving, Science) via PLCs, team and staff meetings.</p> <p>*Meetings in configurations-Team meetings, Team Leader meetings, PLCs, Committee/Dept meetings.</p>	4	Campus Admin ILT Intervention Specialists	Calendar (fall & spring) Edmin Reports (monthly) Lesson Plans (weekly) Appraisals (fall & spring) Walk-thru documentation per semester			
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= Accomplished



= No Progress



= Discontinue

Goal 3: By 2018, HME will demonstrate gains on students' surveys across grade levels in the areas of control, care, concern, motivation, etc.

Performance Objective 1: Housman will work on creating a culture within each classroom so that the specific areas of care, concern, and control are at or above district averages. Creating a focus on these specific areas will drive instruction/increase achievement and create an optimum learning environment for all students.

Evaluation Data Source(s) 1: Staff development for teachers, focus on driving questions, increasing awareness of HME's areas for improvement (care, confer, control), continue to tap into the Housman Collaborative Team for specific development/programming needs. Implementation of School-wide ongoing Project CLASS training and TBSI strategies (student and staff recognition, 3R's school-wide behavior expectations, and social skills reinforcement) will foster caring students who will be more ready for learning. Continue PLCs for planning meaningful instruction especially in the area of conferring with students.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	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.	2, 4	Administration, Staff, SEL Committee, CSHAC Committee	Staff training on August 10, 2015 On-Site Coach sign in log.			
Funding Sources: 211 - Title I, Part A - \$7,500.00						

<p>2) CSHAC & DEL Committees continue the core teams training on the Social and Emotional Learning Collaborative by District and implement key training components with the staff during Faculty meetings.</p> <ul style="list-style-type: none"> *ADL/No Place for Hate *40 Developmental Assets will be posted in all faculty and student areas. *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. *Housman Pledge will be aired on the morning announcements. *Cafeteria Behavior Initiative. *Mustang Medal - recognition of students doing great things on campus. *Unintentional injuries, Suicide, Violence prevention will be addressed to all staff. *Promote hand washing. *Promote increase in staff trained in CPR and First Aid. *Anti-bullying efforts. *Discipline/Love & Logic Committee added (TBSI). *Student planners for grades 4 & 5 with Raising Respect: Take a Stand Against Bullying theme and information. 	2	Administration, Staff, SEL Committee, CSHAC Committee	<p>Staff Training of the 40 developmental assets during monthly faculty meetings. (August - May)</p> <p>August Staff Development, Summer U</p>			
<p>Funding Sources: 461 - Campus Activity Fund - \$923.00</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 4: To remain in compliance with Federal and State law including district and campus initiatives.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. *LEP *G/T *SpecEd		C&I Division Content/Program Directors Campus Principal	Benchmark/Release STAAR data, service logs, progress reports, report cards.			
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. All faculty is receiving year long training on Guided Reading utilizing "The Next Step in Guided Reading". Through PLCs; discussions, analyzing student writing, running records, and teacher observations are utilized to fine tune teacher skills in identifying and addressing student strengths and weaknesses. A student tracking system, called "The War Wall" is in place at all grade levels. Teachers move students across the wall based on DRA/Guided Reading levels as well as skill/strategy needs. This is done monthly so that plans can be made to help ensure student success		Intervention Specialists Campus Principal	Running Records Miscue Analysis Reading inventory Mid Year Reading Levels			

<p>3) 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.</p> <p>*Monitoring/reporting system in place for gr. 3-5 students who failed based on 2015 NRT(gr. 2); 2015 STAAR (gr. 3 & 4)</p> <p>*Individual Student Plan with tracking and added assessments</p>		<p>Campus Principal Intervention Specialists</p>	<p>Accelerated instruction plan, benchmark/release state assessment data, service logs, progress reports, report cards, conference records</p>			
<p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Continue to provide support for new teachers through campus/district induction initiatives. Involve staff in recruiting and interviewing highly-qualified applicants.</p> <p>*Utilize more web 2.0 (11 tools) in all areas (Math, Science, LA, Social Studies).</p> <p>*Continue the use of Edmodo (All subjects integrated)</p> <p>*Student created technology products every semester.</p> <p>*SMART Goals: Big Universe (Kg-5) iStation (3-5) Think Through Math Stemscopes (K-5) Brain Pop (K-5) Edusmart (3-5) Capstone (K-5) Pebble Go (K-5) Studies Weekly (3-5) Teacher Created Materials (K-2)</p>	<p>2</p>	<p>Campus Administrators Technology Team Instructional Leadership Team</p>	<p>Evaluate the level of technology integration per semester Lesson plans per semester Documentation for examining levels of integration and training. Tech Committee Training sessions offered after school and at faculty meetings.</p>			
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>*Red Ribbon Week Oct. 26-30</p>	<p>6</p>	<p>SDFSC Campus Facilitator Principal CSHAC/SEL Committee</p>	<p>Agendas, Sign-In logs (per training), Training Evaluations (per training)</p>			
<p>Funding Sources: 211 - Title I, Part A - \$23,565.00</p>						

<p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying Prevention * ADL/No Place for Hate * CSHAC * SEL: * Developmental Assets * TRIBES * Love and Logic 	4	<p>Counselor Principal Teachers Paraprofessionals Intervention Specialists</p>	<p>Calendar of in-service dates (Fall & Spring) Agendas & Sign-In Logs (per training) Training Evaluations (per training) Lesson Plans (weekly)</p>			
<p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <ol style="list-style-type: none"> 1. Monitor end of year planning and placement of students receiving SpecEd services. 2. Looking at formal/informal data to determine appropriate placement in Inclusion. 3. Develop relationship between Spec Ed and General Ed to understand and promote Inclusion/In-Class Support. 4. Hold Level of Support meetings each year using current data for ALL to drive placement decisions. 		<p>Principal Special Ed Campus Support Staff</p>	<p>Log tracking (per log) entries required LRE campus ratio LRE campus ratio annual report</p>			
<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>(Describe how you will improve this process on your campus this year.)</p>						

<p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>1. Have a Master ARD calendar. 2. Be 100% in compliance for assessments and ARDs. 3. Implement a calendar for tracking/monitoring. 4. Improve as a department on goals/goal writing. 5. Continue weekly Department meetings with Special Ed staff. 6. Start annual staff training at beginning of the year on Special Ed topics (ARDs, Inclusion, Levels of Support, etc.). 7. Provide appropriate notification to administrators and General Ed staff for students with modifications, accommodations, goals, BIPs. 8. Continue staff development for both General Ed/Special Ed roles and responsibilities.</p>		<p>Diagnostician Speech Pathologist Counselor Campus Administrators</p>	<p>Meeting agenda (per meeting) Compilation of reports and Child Find Info. Logs with summary of timeline issues (monthly)</p>			
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist <p>Intervention Specialists will continue to provide support to teacher in classrooms (modeling) and staff development during PLC times.</p> <ul style="list-style-type: none"> *Model Math *Accelerated small group instruction *Data tracking *HUG *Tutorial progress monitoring 	<p>9, 10</p>	<p>Principal Intervention Specialists</p>	<p>Obs. S., DRA/EDL, QRI (fall and mid year), Fall Released state test Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 weeks prior to each report card Eng. Acquisitions Measure (periodic)</p>			<p>Funding Sources: 211 - Title I, Part A - \$113,076.00</p>

11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)	9, 10	Intervention Specialists Principal	Obs. S., DRA/EDL, QRI (fall and mid year), Fall Released state test Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 weeks prior to each report card Eng. Acquisitions Measure (periodic)			
<p>Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: iStation, RAZ Kids</p> <p>*Provide tutorials after school, transportation and parent liaison *HUG Program, tutors second grade students *HUG Mentoring/Readworks.org reading and MIF support *test prep materials for reading, math and science (Math, Science and Reading).</p>	Funding Sources: 211 - Title I, Part A - \$17,390.00, 199 - General Fund - \$1,770.00, 199 - General Fund: SCE (At-Risk) - \$6,461.00					
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships *HUG training session (Sept. 2016 & Jan. 2017) *Volunteer Appreciation Lunch (Spring 2017)		Principal CIS	Sign In Sheets (per meeting)			

<p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Dual Language Programs (Dept. Support Meetings) * Problem-Based Learning * Inclusion Training * Small Group Instruction * Rigor/Relevance-ICLE * Judy Wallis: Language Arts (Genre planning) * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. 	4	Campus Administrators Team Leaders Intervention Specialists	Obs. S., DRA/EDL, QRI (fall and mid year), Fall Released state test Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 weeks prior to each report card Eng. Acquisitions Measure (periodic) Identify At-Risk Students (fall)			
Funding Sources: 211 - Title I, Part A - \$6,005.00						
<p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>*Teachers, Administrators and ILT have drafted a year-long plan for staff development in subject areas identified by the Housman Collaborative Team as areas of need (SMART Goals: Reading, Math Problem Solving, Science) via PLCs, team and staff meetings.</p> <p>*Meetings in configurations-Team meetings, Team Leader meetings, PLCs, Committee/Dept meetings.</p>	4	Campus Administrators Team Leaders Intervention Specialists	Calendar (fall & spring) Edmin Reports (monthly) Lesson Plans (weekly) Appraisals (fall & spring) Walk-thru documentation per semester			

<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>*New teacher support group meetings (monthly) *Continue to provide support for new teachers through the induction program. *Two way mentors 1. Content 2. Proximity</p>	5	Campus Administrators Intervention Specialists Team Leaders Instructional Leadership Team	Team Meeting Minutes (per meeting) District Mentor/Mentee Calendar Agenda (per session)			
<p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website *Website current (updated by Housman Collaborative Team) *Administrators will attend job fairs and support district recruiting efforts. *Provide monthly New Teacher meetings</p>	5	Campus Administrators CIT Team Leaders Instructional Leadership Team Classroom Teachers Campus CTR	Job Fairs (spring) Website current (fall/spring)			
<p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. *CIT, Team Leaders, ILT, Administrators, parents and Housman Collaborative Team will review data to identify areas of need. Needs will be shared with each team to draft school-wide goals (SMART Goals). *Academic Nights will support SMART Goals: Literacy, Math, and Science with an emphasis on the home and school connection and supporting students from home. *Continue Housman Collaborative Team meetings *Coffee, Cookies and Conversation parent meetings with administrators</p>	6	Campus Administrators CIT Instructional Leadership Team	Agendas, Sign-Ins, Minutes (per meeting) Calendar			
<p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. *Kinder team leaders attends meetings *PreK will tour campus in Spring 2016 *Provide Kinder Round Up, Spring 2016</p>	7	Campus Administrators Kinder Team Leader	Identify Kinder 14/15 students (spring 2015) Identify feeder PreK (spring 2015) Round Up Invitations, Agenda, Sign-In (Spring 2015) Calendar			

<p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <p>a) Assessing and identifying G/T student needs b) Differentiating Curriculum for G/T students c) Creativity and instructional strategies for G/T students.</p> <p>*Housman will continue "Talent Pool" practices and group students accordingly. *Continue to grow students in this area for future eligibility.</p>		<p>Campus Administrator Counselor Intervention Specialist</p>	<p>Certificates of Attendance for G/T (per session) G/T Professional Development Session Sign-In (per session) Teacher walk through observations (per each observation) DDI walk through</p>			
<p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>*Continue use of GT strategies in all classrooms. *Continue to have most staff members GT certified.</p>		<p>Campus Administrator Counselor Intervention Specialist Classroom Teachers</p>	<p>Lesson Plan (weekly) Report Cards 9 weeks Curriculum outlines (quarterly) Benchmarks 9 weeks</p>			
<p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. *Continue use of GT strategies in all classrooms. *Continue to have most staff members GT certified.</p>		<p>Campus Administrators Intervention Specialists Counselor District Personnel</p>	<p>Student nominations (per district G/T calendar) G/T participation rosters (per semester) Ethnicity reports (per semester) Screening results (per district calendar) Parent participation Sign-In Logs</p>			

<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ol style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey <ul style="list-style-type: none"> *Promote active lifestyle *Reminders to wash and/or sanitize hands before meals and snacks on morning announcements, during classroom routines and Health Fitness class. *Prohibit using food as a reward or punishment *Discuss in faculty meetings, remind staff in weekly Rainbows news. *Fifth Grade Track Meeting, Field Day Kg-5, Get Active. 		<p>CSHAC SEL Committee</p>	<p>Rainbows news Calendar</p>			
<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <ul style="list-style-type: none"> *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. <p>This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.</p>	<p>6</p>	<p>Principal AP CIT CIS Counselor</p>	<p>Flyers Agendas Sign-In Logs Parent Compact Parent Involvement Policy</p>			

<p>24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings.</p> <p>The Title I annual meeting will be held in the fall to which all parents will be invited. The above topics will be discussed.</p>	6	Principal AP Counselor CIS	Flyers Agendas Sign-In Logs Meeting Minutes			
<p>25) Increase the number of parents involved in activities at Housman: *Parent STAAR training *Family Library Nights *Camp Read Alot *Family Academic Nights (Literacy, Science/Health, Math) *Open House *PTA parent recruitment and meetings *Fall Festival *Science/Health Fair *Study Trips *Field Day *Scout Night *Run for the Arts *Cookies, Coffee, and Conversation Parent Meetings with administrators. *Send home a parent survey to acknowledge and include family members' diverse skills, talents, and knowledge in school activities.</p>	6	Principal, Counselor, Librarian, PTA, School Nurse, Staff Committees	Flyers, Agendas, Sign-In Logs, Meeting minutes, Parent comments, Parent survey	Funding Sources: 211 - Title I, Part A - \$1,903.00		
<p>26) Provide a variety of communication venues in order to keep all stakeholders informed about the school. *Purchase Homework & Communication folders *Purchase Reading Take Home folders for Kinder students/parents *Class Edmodo and Blog accounts *Cookies, Coffee, and Conversation Parent Meetings with administrators.</p>	6	Classroom Teachers, Administration Team, Office Staff, HUG Volunteers	Flyers, Agendas, Sign-In Logs, Meeting minutes, Parent comments			

<p>27) Provide parent classes and resources for parents. *Refer parents for computer and adult ESL classes at the parent center *40 Developmental Assets Resources available to parents *Love & Logic Books and DVD available for parent to check out. (Spanish and English)</p>	6	Counselor, CIS, District personnel	Agendas, Flyers, Newsletter			
Funding Sources: 211 - Title I, Part A - \$1,711.00						
<p>28) Continue to partner with the HUG (Help Us Grow) Mentor Program. Mentoring of 2nd grade students.</p>	9	CIS, Second grade teachers, Intervention Specialists	Student Academic Performance Data			
<p>29) Continue the implementation of a strong school-wide math program including: *Continue to implement and align the district's math focus as presented in math content training with Housman's goals. *Continue to send team representatives to district math content training each nine weeks. *Math fact recall for Grades 1-5 and grade level competition-Use math apps for fact recall. *Continue implementing common grade level assessments (formative assessments that cover major math skills for grades 2-5, at least 4 per year (can be created during PLCs). *Address academic gaps in small groups, and provide classroom management training for teachers during small group time. *Use word walls and anchor charts to develop math content vocabulary Kg-5. *Use Eduphoria Forethought/District Dashboard-math planning *Purchase supplies to support math instruction</p>	1, 9	Administration Intervention Specialists Staff Math Committee	<p>Weekly lesson plan review Weekly team meeting dialogue Walk throughs-intermittently Agendas, Sign-Ins (per session) Quarterly district assessments Monthly committee meetings CIT meetings Quarterly progress reports Quarterly report cards</p>			
<p>30) *Family Math Night that will engage parents and students in learning math together (November 19, 2015) *Provide classroom teachers with Mountain Math (Kg-5) *K-1 will continue Kathy Richardson *Kg-5 will implement Math In Focus</p>	2, 6, 9	Administration Intervention Specialists Staff	<p>Weekly lesson plan review Weekly team meeting dialogue Walk throughs-intermittently Agendas, Sign-Ins (per session) Quarterly district assessments Monthly committee meetings CIT meetings Quarterly progress reports Quarterly report cards</p>			

<p>31) Continue to integrate social studies and science across all curriculum areas as well as integrating Language Arts into the social studies and science curriculum areas through the use of toolkit in all grades. Toolkit usage Kg-5 will help support integration across content areas.</p> <p>*Science and Health Fair Night on Feb. 16, 2017</p> <p>*Support Dual Language program.</p> <p>*Science lab will be available for teacher use on a sign up basis with grades 3-5 as priority.</p> <p>*Continue use of Science Study Guides in gr. 3-5 in conjunction with Stemscoptes.</p> <p>*Continue Eduphoria Forethought -science planning.</p>	1, 2, 3, 6	Administration Intervention Specialists Staff Science Committee	Weekly lesson plan review Weekly team meeting dialogue Walk throughs-intermittently Agendas, Sign-Ins (per session) Quarterly district assessments Monthly committee meetings CIT meetings Quarterly progress reports Quarterly report cards			
<p>32) Coordinate with Junior Achievement for A Day with JA in grades 3-5 - focus Career Day.</p>		CATCH/SEL Committee	JA sign in sheets			
<p>33) Staff will continue to display personal diplomas and college pennants in classrooms.</p> <p>Continue to designate each Wednesday as T-2-4 Day where all the staff and students will wear college, tech schools, trade schools, or armed forces wear.</p> <p>SBISD Gen TX College Week</p> <p>Staff wear college shirts each Wednesday.</p> <p>Display case with colleges displayed with teachers name.</p> <p>-Students will complete 2 field trips to college campuses by the end of 5th grade.</p>	2	Staff Counselor	Visible display of diplomas, college pennants and T-2-4 shirts. Morning announcements during Gen TX College Week.			

<p>34) Reach Exemplary ratings on CaSE/Community and Student Engagement Evaluation</p> <p>*FINE ARTS will display art at the campus and district level (minimum of 4 opportunities), participate in at least 2 competitions, students are taught recorder unit, and participate in Elementary Choir Festival.</p> <p>*WELLNESS AND PHYSICAL EDUCATION- school provides at least 2 opportunities for physical activity during the school day.</p> <p>*COMMUNITY AND PARENT INVOLVEMENT-school provides at least 3 parent information events in the form of academic nights.</p> <p>*CENTURY WORKFORCE DEVELOPMENT-school hosts at least 2 college/career activities to expose students to career options.</p> <p>*SECOND LANGUAGE ACQUISITION-all students make at least one proficiency level growth on TELPAS Composite score and campus will participate in AIR.</p> <p>*DIGITAL LEARNING ENVIRONMENT-75% of teachers attend PD on digital strategies and tools to engage students and personalize learning.</p> <p>*CAMPUS LIFE-school provides at least 3 opportunities for students to participate in clubs, organizations, or extracurricular activities, competitions, social events.</p> <p>*EDUCATIONAL PROGRAMS/GT-school provides at least 2 parent or community outreach events that targets families of GT students.</p>	<p>2, 4, 6, 10</p>	<p>Fine Arts-Terlow, White Wellness-Pastrana, Lepadatu, CATCH Committee Comm/Parent Inv-Rubio, Reyes, Admin Century Workforce-Rubio, Admin Second Lang Acquisition-ILT, staff Digital Learning-Romo, Moore, Tech Committee Campus Life-staff GT-Rubio</p>	<p>Ratings of Exemplary or Recognized on each of the 8 CaSE factors for 2016-2017 school year.</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>						

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	11	Bilingual Reading Materials	199.11(6329)	\$1,770.00
Sub-Total					\$1,770.00
199 - General Fund: SCE (At-Risk)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	11	AT Risk Supplies and Reading Materials	199.11.(6399/6329)	\$6,461.00
Sub-Total					\$6,461.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Houston Achievement Group: Project CLASS	211.11.6299	\$7,500.00
4	1	4	Dell Chrome Book for Classrooms	211.11.6398	\$23,565.00
4	1	10	Intervention Specialists (1.75)	211.11.6119	\$113,076.00
4	1	11	Tutorials/staff	211.11 (6116)	\$6,031.00
4	1	11	Parent Liaison	211.61 (6116)	\$4,761.00
4	1	11	Transportation	211.11 (6494)	\$4,960.00
4	1	11	Supplies Materials	211.11(6399)	\$1,638.00
4	1	13	Judy Wallis	211.13 (6299)	\$3,000.00
4	1	13	Subs to cover on inservice dates (Judy Wallis/Residencies)	211.13 (6112)	\$3,005.00
4	1	25	Family Library Night	211.61.6116	\$1,567.00
4	1	25	Camp Read A Lot	211.61.6116	\$336.00
4	1	27	Parental Involment Supplies	211.61(6399)	\$1,711.00
Sub-Total					\$171,150.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Student Planners	461.11.6399.908	\$923.00

	Sub-Total	\$923.00
	Grand Total	\$180,304.00