

Spring Branch Independent School District
Housman Elementary School
2015-2016 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Campus: HOUSMAN ELEMENTARY

Campus Needs Assessment Questions

2015-2016

Student Achievement:

1. What does 2014-2014 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 both state and district averages 3-5th in reading, and also scored below state and district averages in writing. Comparative data for reading is as follows: state 77%, district 75%, and campus 67%; Writing-state 72%, district 68%, campus 65%. Science data reflects Housman beating state and district averages with a 74%. Math was not assessed for the 2014-2015 school year by way of TEA decision due to curriculum adjustments. A pattern is noted across sub-population data where groups were represented that our Asian population are the highest scorers, followed by white, then hispanic, and our African American sub-population continues to lag. Housman's total ethnic distribution has a large hispanic population (83%) with smaller sub population groups as follows: African American (3.4%), White (6.8%), Asian (5.3%) with remaining groups at 1% or fewer. There was a 1% difference in performance in our 3rd grade across reading, a 16% point difference between males and females in 4th grade in reading and writing with females outperforming males, and a 3-6% point difference across 5th grade testers with females slightly outperforming our male students. The majority of our students are economically disadvantaged compared to non-economically disadvantaged and are outperformed by the much smaller group of non-economically disadvantaged groups across all grades and subjects tested. Our students At-Risk, a larger number, 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.

- 2.

Test	Housman	District
Reading	67	75
Spanish Reading	52	56
Math	N/A	N/A
Writing	65	68
Spanish Writing	64	61
Science	74	79

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

According to data from STAAR Spring 2015 testing, 5th grade science scores reflected a 10-point gain. (64%-74%)

2. 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, there were students who participated in the Learning 2gether Programs for Reading and Math. The majority of the students who participated in L2 Reading either met expectations on STAAR and the others showed improvement from the previous year. We have also partnered with the Boy's and Girl's Club to provide wrap-around services so that students who need the most support have more of an incentive to stay for tutorials as they funnel into the BG's Club right after first hour intervention time. The student who do not benefit are the students whose parents denied permission to stay in our after school program. Many of these cases were older siblings needing to watch over younger siblings who would otherwise be home alone.

3. 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, Leslie Marquez and Holly Mercado support in K-1) 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 will continue to include teacher performance data that are aligned with our feedback as a strategy to increase ownership and level of concern in some cases. As stated in a latter response, with more rigorous testing and increasing standards, it is exposing our gaps in achievement. I have also assumed all of us were on the same page, working toward the same goals and when 100% and I have learned that the use of SMART Goals is a perfect way to streamline our efforts every year. Much work to create a shared vision is done intently and revisited with a newly-created team, Housman Collaborative Team. (See latter description of before school begins Campus Planning Meetings, a new initiative for our campus.) We are committed as administrators to continue our work with appraisals to be in classrooms much sooner in the fall to be on hand for some feedback early on in the school year rather than the spring. We continue to get most appraisal pieces done by December/January and before the NRT testing season.

Demographics:

1. Has the student enrollment profile changed over the past 3 years? If yes, how? (Elementary only)

The overall enrollment status for Housman continues to average between 585-600 students. One noticeable change is that more of our grade levels are equal in the number of mainstream classes compared to bilingual classes. The exceptions are Kinder with one more bilingual class than mainstream, 3rd with one more mainstream, and 4th with one more mainstream class than bilingual. We are seeing fuller mainstream classes causing the balance to top with a few more grade levels with more mainstream ESL sections. Housman will also continue have a multi-age OWDL Bilingual Vietnamese class for 1st and 2nd grade this school year while our 3rd graders will see an early exit to 3rd grade mainstream classes.

2. How many students were enrolled on January 1st in a Pre-AP/AP/IB/Dual Credit course? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over or underrepresented in certain groups? Why? (Middle Only)

School Culture and Climate:

1. 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. Reading/literacy and math are areas of need and both CRT and NRT tests reflect just that. 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. 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 professional development sessions with Judy Wallis to help support our Literacy goal. Some of our staff members have been selected to be part of a “Residency” that focuses on literacy as well. During our professional learning community time we are going to continue our focus on discussions, sharing ideas, and analyzing students’ performance in the areas of literacy, science and mathematics. Our belief is that have to do more things significantly right to make the grade as eloquently stated by "The Fundamental Five" authors.

In light of the new STAAR accountability ratings, higher standards at rigorous levels, and NRT branching out to other grade levels, our vision and mission have been updated every year. The staff is clear about our expectations of becoming a school that will meet all standards based on our performance index indicators. Each grade level team was debriefed on their specific indicators that feed into our Campus Performance Objectives and exactly what each grade level is responsible for. 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.

2. 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, PBIS strategies. 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. The discipline committee has developed a cafeteria recognition program and we are currently implementing this program. We also have a way 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. 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. Our Collaborative Team has also agreed to enlist the help of Project Class that has instilled social

skills across each classroom and an on-site coach to support teachers via feedback and students via small groups to ensure success.

3. 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 extra help based on their needs. These conversations are had at NCLB 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. Students in 1st and 2nd are also participants in our after school program though are 100% serviced by the BG's Club.

Students who also participate in Boy Scouts are included in our after school program. Unfortunately, SBISD was not a recipient of the ACE grant though Housman was included in conversations about partnering with the Boy's & Girl's Club. We are fortunate that this partnership has come to fruition. This year 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.

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 Learning Together. We are seeing excellent results out of the students who are in Learning Together compared to their peers who are in regular academic tutorials. We will need to explore a better way to deliver accelerated instruction to students who are not participating in 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.

Staff Quality, Recruitment and Retention:

1. What is you 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 has 3 new teachers this school year in the following grade levels: 3rd ESL, 4th ESL and 4th bilingual. All teachers have experience and for one it will be her second year as an educator.

Housman tends to remain stable in staff retention and enjoy the low turnover. The changes in staff result from one teacher that will be working closer to her home and 2 other positions becoming open due to staffing additions made to grade levels.

Family and Community Involvement:

1. 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.

2. 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.

3. 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 get 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 see that commitment throughout the 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 are considering dissolving PTA this school year if we cannot fully staff our PTA Board with parent members. 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. We will not have a choice soon.

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, Positive Parenting strategies, how to help at home, etc).

Technology:

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

1. 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.

2. 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.

3. 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.

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 the grade levels. The trend continues this year in our primary grades, Kindergarten, first and second grades, which makes 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, the newly-built homes are selling close to 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.

Student Achievement

Student Achievement Summary

Housman's 2015 Accountability Summary shows that we have Met Standards. All the indexes were met about the target scores. Index 1, Student Achievement - we scored 68 points and the target score was 60. Index 2, Student Progress - we scored 39 points and the target score was 30. Index 3, Closing Performance Gaps - we scored 36 and the target score was 28. Index 4 Postsecondary Readiness - we scored 23 points and the target score was 12. We are very please that we nearly doubled our score in index 4.

Our STAAR scores are as follows: Reading - 64%, Writing - 64%, and Science - 73% for the overall campus average.

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. In Reading last year's Reading test scores were at 67 and this year they dropped 3 points to a 64. In the area of Science we have made gains from last year's test scores being 64 to this year rising to 73.

HOUSMAN Spring 2014	DISTRICT AVERAGE Spring 2014
Reading 67	70
Spanish Reading 66	N/A
Math 70	66
Writing 64	68
Spanish Writing 76	N/A
Science 64	69

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

According to data for STAAR Spring 2015, we have made a gain in the area of Science. In the spring of 2014 we had STAAR test scores of 64% and this year we have increased this score by 9 points to 73%.

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, there were students who participated in the Learning 2gether Programs for Reading. The majority of the students who participated in L2 Reading either met expectations on STAAR and the others showed improvement from the previous year.

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. Again, our appraisal summatives will be more aligned with performance data. This has been an adjustment for me as a principal who has had a building perform in the past. As stated in a latter response, with more rigorous testing, it is exposing our gaps in achievement. I have also assumed all of us were on the same page, working toward the same goals and when 100%. We have our 3 year goals that align with our SMART Goals. We will continue to work towards achieving the following: all of our students k - 5 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 our school's TRIPOD composite score will exceed 85% by 2018. We are committed as administrators to continue our work with appraisals to be in classrooms much sooner in the fall to be on hand for some feedback early on in the school year rather than the spring.

Student Achievement Strengths

According to data for STAAR Spring 2015, we have made a gain in the area of Science. In the spring of 2014 we had STAAR test scores of 64% and this year we have increased this score by 9 points to 73%. 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.

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. In Reading last year's Reading test scores were at 67 and this year they dropped 3 points to a 64. 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 readign/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.

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. Reading/Literacy, science and math are areas of need and both CRT and NRT tests reflect just that. 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 professional development sessions with Judy Wallis to help support our Literacy goal. All staff have participated in at least one “Residency” that focuses on balanced literacy, CCP, and genre studies. We have also contracted with Leslie Marquez to bring literacy support to our Kindergarten and 1st grade teams, a strategy we are committed to for now. We have also brought Holly Mercado 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, and NRT branching out to other grade levels, our vision and mission have been updated. Housman staff members are committed to continuing to be a school that meets all standards based on all 4 performance index indicators. 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 has developed a cafeteria recognition program and we are currently implementing this program. We also have a way 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. 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.

HME's Campus Health Index (OHI) score for the 2015 school year is 592 as compared to district score of 579. Scores between 551-600 are classified as "high" on the health index score.

Housman's TRIPOD scores on the 7cs is 70% compared to a district average of 70%. The 7Cs scores are as follows:

Care 81% (district 84%)

Challenge 79% (district 79%)

Control 54% (district 56%)

Clarify 84% (district 82%)

Captivate 65% (district 66%)

Confer 57% (district 63%)

Consolidate 71% (district 70%)

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 year's 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 who also participate in Boy Scouts are included in our after school program. Unfortunately, SBISD was not a recipient of the ACE grant though Housman was included in conversations about partnering with the Boy's & Girl's Club. We are fortunate that this partnership has come to fruition and we are heading into our second year of our partnership and 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 Learning Together. We are seeing excellent results out of the students who are in Learning Together compared to their peers who are in regular academic tutorials. We will need to explore a better way to deliver accelerated instruction to students who are not participating in L2.

What we have to look forward to this year, is the extending of services to 1st graders and 2nd graders through the Boy's & Girl's Club. We have never included first graders in our after school program.

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 scale score

*TRIPOD strengths

*Low turn-over

*Forums for multiple feedback loops

*Housman Collaborative Team success

*Transparent data conversations

*Closing gaps on TRIPOD survey 7Cs

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 7Cs (control, confer, care)

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. We will have 4 teachers new to Housman again this school year in the following grade levels: 1st ESL, 3rd ESL, 4th grade OWDL, and 4th ESL. All teachers have experience and one will be in her initial years. Our changes in staffing resulted from a first grade teacher becoming a stay-at-home mom, our 3rd grade vacancy was due to retirement, and one 4th grade vacancy was a teacher leaving for Katy ISD due to the long commute. Our 4th grade ESL position is an added position this school year.

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.

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, Leslie Marquez, Holly Mercado, Project Class, Residencies, PLCs, Intervention Specialists, etc)

Staff Quality, Recruitment, and Retention Needs

*We have worked hard to be about a culture of learning (difficult with veteran staff) which is a work in progress I am proud of so far

*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 Needs

*Need to see where teachers fall in levels of support for balanced literacy.

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.

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 commitment 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 first time)
- *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

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

*My hopes are that we can get our PTAs to purchase needed insurance policies to help replace laptops in disrepair

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

*Technology committee dissolved and looking to make a comeback to support technology in general

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- 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
- 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

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Teacher STaR Chart Technology Data

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
- 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.

Summative Evaluation: 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, Leslie Marquez 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.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>1) Integrate reading and writing through genre studies in a Readers/Writer's Workshop Approach. The 2015-2016 school year will promote Genre Study as means to promote thoughtful, critical readers and writers in all grade levels.</p> <p>*Use of Daily 5 as needed to support independence in the classroom in reading and writing.</p> <p>*Continue the Next Steps in guided reading groups (Kg-2) for students in need of reading support in the classroom.</p> <p>*Small groups for students in need of reading support in classroom.</p> <p>*Use of Mountain Language Arts (1-5)</p> <p>*CCP Residency</p> <p>*Struggling Readers Residency</p> <p>Materials: Post-It pad chart paper for Genre Study Anchor charts. Guided Reading books Levels 18-30 in English & Spanish.</p>	1, 3, 4, 9	Administration Intervention Specialists I-Coach 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			
Funding Sources: 211 - Title I, Part A - \$846.00						




<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>*Poetry analysis</p> <p>*Publisher company speak to staff about what's in adoption for LA</p> <p>*Product-focused PLCs to drive staff development</p> <p>*Participate in spelling bee</p>	2, 4, 8	Administration Intervention Specialists I-Coach 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>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	Administration Intervention Specialists I-Coach 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>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	Administration Intervention Specialists I-Coach 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			
Funding Sources: 211 - Title I, Part A - \$24448.00						
<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</p>		Intervention Specialists Campus Principal	Running Records Miscue Analysis Reading inventory Mid Year Reading Levels			

<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 * NRT (Gr. 2-5) * Rigor/Relevance-ICLE * Leslie Marquez: Developing Workstations Kg & 1st * Judy Wallis: Language Arts (all grades, 4 dates) * 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 I-Coach</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 I-Coach</p>	<p>Calendar (fall & spring) Edmin Reports (monthly) Lesson Plans (weekly) Appraisals (fall & spring) Walk-thru documentation per semester</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


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 students' 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 second grade so that a collective 80% meet exit criteria by the end of 5th grade.

Summative Evaluation: 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.

Strategy Description	Title I	Staff Responsible for Monitoring	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: <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 * NRT (Gr. 2-5) * Rigor/Relevance-ICLE * Leslie Marquez: Developing Workstations Kg & 1st * 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 I-Coach	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>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	<p>Campus Administrators Team Leaders Intervention Specialists I-Coach</p>	<p>Calendar (fall & spring) Edmin Reports (monthly) Lesson Plans (weekly) Appraisals (fall & spring) Walk-thru documentation per semester</p>			
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: By 2018, Housman's TRIPOD composite score will exceed 85%.

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.

Summative Evaluation: 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.

Strategy Description	Title I	Staff Responsible for Monitoring	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 - \$7500.00					
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. *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	Staff Training of the 40 developmental assets during monthly faculty meetings. (August - May) August Staff Development, Summer U			
	Funding Sources: 461 - Campus Activity Fund - \$1009.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						










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.




Summative Evaluation: All strategies will be implemented.










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>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.</p> <p>*LEP *G/T *SpecEd</p>		C&I Division Content/Program Directors Campus Principal	Benchmark/Release STAAR data, service logs, progress reports, report cards.			
<p>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.</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</p>		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) *Individual Student Plan with tracking and added assessments</p>		Campus Principal Intervention Specialists	Accelerated instruction plan, benchmark/release state assessment data, service logs, progress reports, report cards, conference records			










<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).</p> <p>Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. *Utilize more web 2.0 (11 tools) in all areas (Math, Science, LA, Social Studies). *Continue the use of Edmodo (All subjects integrated) *Utilize Mangahigh Math (Kg-5) *Student created technology products every 9 weeks. *SMART Goals: Big Universe (Kg-5) iStation (3-5) Think Through Math Odyssey (all) Stemscopes-5th Brain Pop (all) Edusmart (3-5)</p>	2	Campus Administrators Technology Team Instructional Leadership Team	Evaluate the level of technology integration per semester Lesson plans per semester Documentation for examining levels of integration and training.			
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities. *Red Ribbon Week Oct. 26-30</p>	6	SDFSC Campus Facilitator Principal CSHAC/SEL Committee	Agendas, Sign-In logs (per training), Training Evaluations (per training)			
<p>6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * ADL/No Place for Hate * CSHAC * SEL: * Developmental Assets * TRIBES * Love and Logic</p>	4	Counselor Principal Teachers Paraprofessionals Intervention Specialists	Calendar of in-service dates (Fall & Spring) Agendas & Sign-In Logs (per training) Training Evaluations (per training) Lesson Plans (weekly)			

<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. 		Principal Special Ed Campus Support Staff	Log tracking (per log) entries required LRE campus ratio LRE campus ratio annual report			
<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> <ol style="list-style-type: none"> 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. 		Diagnostician Speech Pathologist Counselor Campus Administrators	Meeting agenda (per meeting) Compilation of reports and Child Find Info. Logs with summary of timeline issues (monthly)			

<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist</p> <p>I-Coach and Intervention Specialist will continue to provide support to teacher in classrooms (modeling) and staff development during PLC times. *Model Math *Accelerated small group instruction *Data tracking *L2 Reading *L2 Math *Instructional Aide in the library</p>	9, 10	Principal Intervention Specialists I-Coach	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)			
Funding Sources: 211 - Title I, Part A - \$74326.00, 211 - Title I, Part A - \$26313.00						
<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc...</p> <p>*Provide tutorials after school, transportation and parent liaison *HUG Program, tutors second grade students *Learning Together Mentoring Program (Math & Reading) *test prep materials for reading, math and science (Math, Science and Reading).</p>	9, 10	Intervention Specialists Principal I-Coach	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)			
Funding Sources: 211 - Title I, Part A - \$11561.00, 211 - Title I, Part A - \$4584.00, 211 - Title I, Part A - \$6528.00, 211 - Title I, Part A - \$7000.00, 211 - Title I, Part A - \$3022.00, 199 - General Fund - \$1420.00, 199 - General Fund: SCE - \$6728.00, 211 - Title I, Part A - \$270.00, 211 - Title I, Part A - \$2834.00						
<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships</p> <p>*HUG training session (Sept. 2015 & Jan. 2016) *Volunteer Appreciation Lunch (Spring 2016)</p>		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 * NRT (Gr. 2-5) * Rigor/Relevance-ICLE * Leslie Marquez: Developing Workstations Kg & 1st * 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 I-Coach	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 - \$1500.00, 211 - Title I, Part A - \$1700.00, 211 - Title I, Part A - \$3726.00						
<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 I-Coach	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)</p> <p>*Continue to provide support for new teachers through the induction program.</p> <p>*Two way mentors</p> <ol style="list-style-type: none"> 1. Content 2. Proximity 	5	Campus Administrators Intervention Specialists I-Coach 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</p> <p>*Website current (updated by Housman Collaborative Team)</p> <p>*Administrators will attend job fairs and support district recruiting efforts.</p> <p>*Provide monthly New Teacher meetings</p>	5	<p>Campus Administrators CIT Team Leaders Instructional Leadership Team Classroom Teachers Campus CTR</p>	<p>Job Fairs (spring) Website current (fall/spring)</p>			
<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.</p> <p>*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).</p> <p>*Academic Nights will support SMART Goals: Literacy, Math, and Science with an emphasis on the home and school connection and supporting students from home.</p> <p>*Continue Housman Collaborative Team meetings</p> <p>*Coffee, Cookies and Conversation parent meetings with administrators</p>	6	<p>Campus Administrators CIT Instructional Leadership Team</p>	<p>Agendas, Sign-Ins, Minutes (per meeting) Calendar</p>			
<p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>*Kinder team leaders attends meetings</p> <p>*PreK will tour campus in Spring 2016</p> <p>*Provide Kinder Round Up, Spring 2016</p>	7	<p>Campus Administrators Kinder Team Leader</p>	<p>Identify Kinder 14/15 students (spring 2015) Identify feeder PreK (spring 2015) Round Up Invitations, Agenda, Sign-In (Spring 2015) Calendar</p>			
<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</p> <p>b) Differentiating Curriculum for G/T students</p> <p>c) Creativity and instructional strategies for G/T students.</p> <p>*Housman will continue "Talent Pool" practices and group students accordingly.</p> <p>*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.</p> <p>*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 - 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: a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey *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>		<p>CSHAC SEL Committee</p>	<p>Rainbows news Calendar</p>			
<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *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> <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 *Promote Walk for Wellness *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	Flyers, Agendas, Sign-In Logs, Meeting minutes, Parent comments, Parent survey			
<p>Funding Sources: 211 - Title I, Part A - \$1218.00, 211 - Title I, Part A - \$337.00</p>						
<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>Funding Sources: 211 - Title I, Part A - \$1817.00, 865 - Student Activity Fund - \$303.00</p>						
<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			
<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. *Provide Math Learning Together Mentoring program after school *Use Eduphoria Forethought/District Dashboard-math planning *Jump into Math day for primary grades. *Purchase supplies to support math instruction</p>	1, 9	Administration Intervention Specialists I-Coach 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			
Funding Sources: 211 - Title I, Part A - \$2140.00						
<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 I-Coach 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>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. *Science and Health Fair Night on Feb. 11, 2016 *Support Dual Language program. *Science lab will be available for teacher use on a sign up basis with grades 3-5 as priority. *Continue use of Science Study Guides in gr. 3-5 in conjunction with Stemsopes. *Continue Eduphoria Forethought -science planning. *Science committee will meet, monitor and inventory supplies in the lab on a monthly basis. *Continue to introduce living organism in every classroom</p>	1, 2, 3, 6	Administration Intervention Specialists I-Coach 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>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. 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. SBISD Gen TX College Week Daily announcements highlighting different colleges Staff wear college shirts each Wednesday. Post bulletin board with colleges displayed with teachers name. -Students will complete 2 field trips to college campuses by the end of 5th grade.</p>	2	Staff	Visible display of diplomas, college pennants and T-2-4 shirts. Morning announcements during Gen TX College Week.			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	11	Bilingual Reading materials	199.11.6329	\$1,420.00
Sub-Total					\$1,420.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	11	AT Risk supplies and materials	199.11.6399/6329	\$6,728.00
Sub-Total					\$6,728.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	StoryWorks	211.11.6325	\$846.00
1	1	4	Reading Materials to support Literacy	211.11.6329	\$24,448.00
3	1	1	Houston Achievement Group: Project CLASS	211.13.6299	\$7,500.00
4	1	10	Intervention Specialists (1.5)	211.11.6119	\$74,326.00
4	1	10	Instructional Aide (library)	211.12.6129	\$26,313.00
4	1	11	Tutorials/staff	211.11 (6116)	\$11,561.00
4	1	11	Parent Liaison	211.61 (6125)	\$4,584.00
4	1	11	Transportation	211.34 (6494)	\$6,528.00
4	1	11	Materials to support tutorials & literacy	211.11.(6399)	\$7,000.00
4	1	11	Reading materials for tutorials	211.11.(6329)	\$3,022.00
4	1	11	Math Together (Para)	211.11.6125	\$270.00
4	1	11	Test Prep materials	211.11.6399	\$2,834.00
4	1	13	Judy Wallis	211.13 (6299)	\$1,500.00
4	1	13	Leslie Marquez	211.13 (6299)	\$1,700.00
4	1	13	Subs to cover on inservice dates (Judy Wallis/Residencies/Leslie Marquez, etc)	211.13 (6112)	\$3,726.00

4	1	25	Family Library Night	211.61.6116	\$1,218.00
4	1	25	Camp Read A Lot	211.61.6116	\$337.00
4	1	26	Parental Involvement: Homework and communication folders	211.61.(6399)	\$1,817.00
4	1	29	Materials to support Math	211.11.6399	\$2,140.00
Sub-Total					\$181,670.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Student Planners	461.11.6399.908	\$1,009.00
Sub-Total					\$1,009.00
865 - Student Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	26	Kinder and 1st grade Take Home folders	865.11.6399	\$303.00
Sub-Total					\$303.00
Grand Total					\$191,130.00