

Spring Branch Independent School District
Housman Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

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

School Behavior Expectations

Housman Mustangs will:

Be respectful

Be responsible

Be ready

Value Statement

Every Child

We put students at the heart of everything we do.

• Every child. Every day. Every minute. Every way.

- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

Table of Contents

School Behavior Expectations	2
Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	6
School Processes & Programs	7
Perceptions	8
Comprehensive Needs Assessment Data Documentation	9
Goals	10
Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.	10
Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.	12
Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.	14
Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.	16
Goal 5: To remain in compliance with Federal and State law.	18
Campus Improvement Team	19

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student enrollment at Housman is 540 students and remained consistent for the 2017-18 school year. Housman Elementary serves kindergarten through fifth grade students and also hosts adaptive behavior and life skills programs.

Our school serves a neighborhood that is currently experiencing a transition as apartment complexes are coming down and new homes are being built. As we work to serve our neighborhood students, we are creating meaningful connections with families through community events and community partnerships. Our Community In Schools worker serves as a liason between our school community and community resources [churches, businesses, service industry]. We are working to strengthen our partnerships with our community. Through the school redesign process, we will intentionally seek to build stronger relationships with our parents in order to better serve their children.

The staff at Housman Elementary is a diverse group of dedicated educators invested in helping all students grow. We live out the SBISD Core Values and strive to meet the needs of Every Child every day.

Student Demographics:

	Number	Percentage
African American	26	4.7%
Hispanic	459	82.9%
White	27	4.9%
American Indian	1	0.2%
Asian	28	5.1%
Pacific Islander	0	0%
Two or More Races	13	2.3%
Economically Disadvantaged	485	87.5%
ELL	344	62.1%
At Risk	430	77.6%

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement data [STAAR, DRA, MAP] indicates a significant need for improvement in reading.

TEKS alignment and the foundational PLC questions guide instructional conversations with teachers through PLC.

PLC Questions: What do I want students to know? How will I know they learned it? were the focus of each PLC. After assessments, through a data analysis protocol from Data Wise, teams continue the work to further identify adjustments needed to support the students who did not learn it and enrich the learning experience for students who did learn it.

	2015-16			2016-2017			2017-2018		
STAAR	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Reading	63%	30%	16%	62%	28%	15%	65%	29%	12%
Math	66%	27%	7%	65%	27%	12%	64%	23%	8%
Writing	58%	32%	11%	49%	18%	4%	45%	22%	2%
Science	69%	21%	6%	74%	30%	12%	48%	17%	6%

[Print plan with addendums for additional TELPAS and MAP data.]

School Processes & Programs

School Processes & Programs Summary

- During the 18-19 school year, our campus is excited to be a part of the school redesign process. Through the process, we will be engaging with students, parents, staff, and the community to deepen our understanding of what students in our community need in order to thrive, not only as Housman Mustangs but as they move through the Spring Branch system and to and through higher education. A goal for our campus during this process is to strengthen relationships with our families and create meaningful experiences for families to be actively engaged with us. We are excited to learn what adjustments we can make to better serve our community!
- Each member of the instructional staff has a Content Leader that serves as their direct leader to provide quick access to resources, teacher support, student support, and solutions to allow teachers to focus on students. Feedback opportunities are provided at each staff PD, faculty meeting, and at the end of PLC and personal feedback conversations. The 2018-19 school year is the first year after a shift in administration. Through the hiring process, the team has identified highly-qualified and dedicated members to join the team. The hiring process includes an initial phone screening, face to face interview, pre-interview activities using specific planning documents, and a sample teach with students as needed to have a deeper understanding of the capacity of the interviewee.
- During the 17-18 school year, 120 additional chrome books were purchased to refresh the available technology in the classroom for student access to online tools and learning opportunities. Additional chrome books and ipads will be purchased in the 18-19 school year to increase available technology resources for students.
- Family and community involvement is a continued area of growth. During the 17-18 school year, we continued the following events: Family Library Nights, Math and Science Night, Fall Carnival, Literacy Night, 9 week awards ceremonies. During the 17-18 school year, we added the following events: Muffins with Mom, Dessert and Recess with Dad, Monthly Parent Meetings, Attendance Initiative Meetings
- Housman Elementary partners with the Boys and Girls Club to create meaningful connections, provide academic support, and build the foundation for academic success.

Perceptions

Perceptions Summary

Panorama data indicates a need to strengthen school connectedness. Specific areas of weakness include student behavior impacting learning, responding to students in need, and respect among students.

A Student Support Team that includes the AP, Dean, Counselor, and CIS will support students in feedback on behavior, attendance, and creating meaningful connections.

A discipline system that clearly explains how teachers can support students when they demonstrate a need for feedback was developed for the 18-19 school year.

Fourteen teachers attended Capturing Kids' Hearts during summer '18 and are serving as Capturing Kids' Hearts Ambassadors as they lead teams of teachers to establish meaningful connections and high expectations for students. Additional staff will attend training in the 18-19 school year.

At Housman we hold students to live in alignment with three rules: Be respectful. Be responsible. Be ready.

The staff actions out the SBISD Core Values and a weekly publication - The Monday Focus - highlights teachers and students in action living out the Core Values.

Family and community involvement is a continued area of growth. During the 17-18 school year, we continued the following events: Family Library Nights, Math and Science Night, Fall Carnival, Literacy Night, 9 week awards ceremonies. During the 17-18 school year, we added the following events: Muffins with Mom, Dessert and Recess with Dad, Monthly Parent Meetings, Attendance Initiative Meetings

Comprehensive Needs Assessment Data Documentation

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

Goals






Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2019, at least 48% of HME students will meet or exceed growth expectations in Math and 45% on Reading MAP.

Evaluation Data Source(s) 1: MAP

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) [STAFF] Provide personalized support for students and teachers through instructional staff. Support may include but will not be limited to: coaching, professional development, planning, and intervention groups. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	2.4, 2.5, 2.6	Principal	Increased student achievement as measured on: MAP Common Assessments STAAR TELPAS Panorama			
	Funding Sources: 211 - Title I, Part A - 121975.00, 199 PIC 99 - Undistributed - 300.00					
2) PLC: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	2.4, 2.5, 2.6	Principal Content Leaders	Increased student achievement on MAP			
	Funding Sources: 211 - Title I, Part A - 1000.00, 199 PIC 11 - Instructional Services - 2766.00, 199 PIC 99 - Undistributed - 300.00					

<p>3) Personalized Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be inquiry-based and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students. Professional learning and strategic planning will require funding substitutes. Professional development may include trainings from Lead4Ward and Harris County Department of Ed.</p>	2.4, 2.5, 2.6	Principal Instructional Leadership Team	Increased student achievement as measured on: MAP Common Assessments STAAR TELPAS Panorama			
<p>Funding Sources: 211 - Title I, Part A - 4967.00, 199 PIC 11 - Instructional Services - 1500.00, 199 PIC 30 - At Risk School Wide SCE - 2000.00, 199 PIC 23 - Special Education - 150.00</p>						
<p>4) Resources: Provide resources to facilitate responsive teaching based on student needs in core subjects - ELA, Math, Science, and Social Studies. Resources needed may include books [Spanish and English], teacher professional books, supplies and materials, digital and technology resources.</p>	2.4, 2.5, 2.6	Principal	Increased student achievement as measured on: MAP Common Assessments STAAR TELPAS Panorama			
<p>Funding Sources: 211 - Title I, Part A - 5500.00, 199 PIC 30 - At Risk School Wide SCE - 1000.00, 199 PIC 99 - Undistributed - 500.00</p>						
<p>5) OWDL: Provide professional development and resources that increase knowledge and skills related to language acquisition skills and student progress. Professional development may include trainings from Lead4Ward and Harris County Department of Ed.</p>	2.4, 2.5, 2.6	Principal Instructional Leadership Team	Increased English language proficiency for EL students as reported on TELPAS			
<p>Funding Sources: 211 - Title I, Part A - 1000.00, 199 PIC 25 - ESL/Bilingual - 1560.00</p>						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2019, at least 70% of 3-5 graders will respond favorably on School Climate on the Panorama survey.

Evaluation Data Source(s) 1: Panorama survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) CSHAC: Committee engages the staff and community through: No Place for Hate, Capturing Kids' Hearts, student recognition ceremonies, Red Ribbon Week, Generation TX week, and other related activities as recommended by SBISD CSHAC.	2.5, 3.1, 3.2	Principal Instructional Leadership Team CSHAC Committee	Panorama data will report that at least 70% of 3-5 grade students respond favorably on School Climate section.			
	Funding Sources: 211 - Title I, Part A - 1000.00, 199 PIC 99 - Undistributed - 300.00					
2) Parent and Community Involvement: Information sessions will be provided for parents focused on how to support students in the areas of academic and social-emotional development. Events may include: Monthly Coffee with the Principals, Parent learning sessions, information nights, academic nights, library nights, and school connectedness events including Muffins with Mom and Dessert and Recess with Dad.	2.5, 3.1, 3.2	Principal Instructional Leadership Team	Increased parent participation in school events			
	Funding Sources: 211 - Title I, Part A - 1000.00					
3) Personalized Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be inquiry-based and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students. Professional learning and strategic planning will require funding substitutes. Professional development may include trainings from Lead4Ward and Harris County Department of Ed.	2.4, 2.5, 2.6	Principal Instructional Leadership Team Counselor	Panorama data will indicate students in grades 3-5 have a positive view of learning environment because investment in learning will increase as students' individual needs are being met through personalized/responsive teaching.			
	Funding Sources: 211 - Title I, Part A - 700.00, 199 PIC 11 - Instructional Services - 1000.00, 199 PIC 99 - Undistributed - 1700.00					

4) Response to Intervention: Identify student needs, targets for growth, and provide in school and out-of-school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will highlight the need for instructional materials, supplies, and/or technology.	2.4, 2.5, 2.6	Principal Instructional Leadership Team	Increased student achievement as measured on: MAP Common Assessments STAAR TELPAS Panorama			
Funding Sources: 199 PIC 11 - Instructional Services - 1000.00						
5) Support the social-emotional needs of students through the training and implementation of Capturing Kids' Hearts through The Flippen Group and Harris County Dept. of Ed. Implementation will require additional materials and supplies.	2.4, 2.5, 2.6	Principal Instructional Leadership Team	Decreased number of office referrals Panorama data will indicate students in grades 3-5 have a positive view of learning environment because investment in learning will increase as students' individual needs are being met through strategies learned through Capturing Kids' Hearts.			
Funding Sources: 211 - Title I, Part A - 13000.00, 199 PIC 99 - Undistributed - 838.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2019, at least 25% of HME students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd, 4th, and 5th grades on MAP) (meets grade level in 3rd, 4th, and 5th grades on STAAR)

Evaluation Data Source(s) 1: MAP
STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) PLC: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	2.4, 2.5, 2.6	Principal Instructional Leadership Team	Increased student achievement as measured on: MAP Common Assessments STAAR TELPAS Panorama			
	Funding Sources: 211 - Title I, Part A - 1600.00, 199 PIC 11 - Instructional Services - 1000.00					

<p>2) Personalized Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be inquiry-based and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students. Professional learning and strategic planning will require funding substitutes. Professional development may include trainings from Lead4Ward and Harris County Department of Ed.</p>	2.4, 2.5, 2.6	Principal Instructional Leadership Team	Increased student achievement as measured on: MAP Common Assessments STAAR TELPAS Panorama			
Funding Sources: 211 - Title I, Part A - 7000.00, 199 PIC 11 - Instructional Services - 2000.00						
<p>3) Resources: Provide resources to facilitate responsive teaching based on student needs in core subjects - ELA, Math, Science, and Social Studies. Resources needed may include books [Spanish and English], teacher professional books, supplies and materials, digital and technology resources.</p>	2.4, 2.5, 2.6	Principal Instructional Leadership Team	Increased student achievement as measured on: MAP Common Assessments STAAR TELPAS Panorama			
Funding Sources: 211 - Title I, Part A - 250.00, 199 PIC 30 - At Risk School Wide SCE - 1000.00, 199 PIC 99 - Undistributed - 1000.00						
<p>4) Technology: Provide technology resources and professional development to support growth toward personalized learning for students. Resources Needed: [1]Technology tools - chrome books, ipads, headphones, printers [2]Technology training - professional development for technology and technology tools implementation and substitutes [3]Technology resources - Digital resources including subscription services</p>	2.4, 2.5, 2.6	Principal Instructional Leadership Team	Increased student achievement as measured on: MAP Common Assessments STAAR TELPAS Panorama			
Funding Sources: 211 - Title I, Part A - 16000.00, 199 PIC 11 - Instructional Services - 3370.00						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2019, HME will close existing achievement gaps by at least 5% between EL students and non-EL students while all performance improves.

Evaluation Data Source(s) 1: MAP

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) PLC: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	2.4, 2.5, 2.6	Principal Instructional Leadership Team	Increased student achievement as measured on: MAP Common Assessments STAAR TELPAS Panorama			
	Funding Sources: 211 - Title I, Part A - 3000.00					


2) Personalized Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be inquiry-based and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students. Professional learning and strategic planning will require funding substitutes. Professional development may include trainings from Lead4Ward and Harris County Department of Ed.	2.4, 2.5, 2.6	Principal Instructional Leadership Team	Increased student achievement as measured on: MAP Common Assessments STAAR TELPAS Panorama			
	Funding Sources: 211 - Title I, Part A - 5400.00, 199 PIC 11 - Instructional Services - 500.00					
3) Response to Intervention: Identify student needs, targets for growth, and provide in school and out-of-school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will highlight the need for instructional materials, supplies, and/or technology.	2.4, 2.5, 2.6	Principal Instructional Leadership Team	Increased student achievement as measured on: MAP Common Assessments STAAR TELPAS Panorama			
	Funding Sources: 211 - Title I, Part A - 2518.00, 199 PIC 11 - Instructional Services - 3000.00, 199 PIC 30 - At Risk School Wide SCE - 1045.00, 199 PIC 99 - Undistributed - 150.00					
4) Resources: Provide resources to facilitate responsive teaching based on student needs in core subjects - ELA, Math, Science, and Social Studies. Resources needed may include books [Spanish and English], teacher professional books, supplies and materials, digital and technology resources.	2.4, 2.5, 2.6	Principal Instructional Leadership Team	Increased student achievement as measured on: MAP Common Assessments STAAR TELPAS Panorama			
	Funding Sources: 211 - Title I, Part A - 5690.00, 199 PIC 11 - Instructional Services - 600.00, 199 PIC 30 - At Risk School Wide SCE - 1000.00, 199 PIC 99 - Undistributed - 5077.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State Law and district policy

Evaluation Data Source(s) 1: ARD deliberations, staffing notes, SSC's, student support team agendas, A-TEAM agendas, PLC agendas, RTI trackers

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Identify At-Risk students, provide support services, and monitor progress. Resources for services may include: supplies and materials, manipulatives, literacy materials [English and Spanish], after school interventions, and technology resources and programs	2.4, 2.6	A-Team Teachers	Increased academic performance and school connectedness			
2) Monitor progress of students failing to meet promotion requirements in the previous academic year and provide services to close performance gaps. Resources for services may include: supplies and materials, manipulatives, literacy materials [English and Spanish], after school interventions, and technology resources and programs	2.4, 2.5, 2.6	A-Team Teachers	Increased academic performance and school connectedness			
3) SPECIAL EDUCATION- Ensure that SPED staff, building administrators, and counselors are trained on and adhere to SPED timelines and compliance requirements.		Principal Diagnostician Dean of Student Support	Increased academic performance and school connectedness			
						

Campus Improvement Team

Committee Role	Name	Position
Administrator	Lindy Robertson	
Administrator	Alexandra Barton	
Classroom Teacher	Michelle Clements	
Classroom Teacher	Kimberly Muske	
District-level Professional	Jerona Williams	
Parent	Debbie Girtman	
Parent	Elizabeth Ball	
Community Representative	Laura Bushong	
Business Representative	Laura Gutierrez	
Non-classroom Professional	Joyce Moore	
Non-classroom Professional	Allison Burt	