

Spring Branch Independent School District

Housman Elementary School

2019-2020



Mission Statement

Housman Elementary's work is rooted in the SBISD's strategic plan - The Learner's Journey - and SBISD core values - Every Child, Collective Greatness, Collaborative Spirit, Limitless Curiosity, Moral Compass

Our students live by The Mustang Way: Be Respectful, Be Responsible, Be Ready

Vision

Housman Elementary Graduate Aims Vision Statement:

Housman Mustangs are critical readers and thinkers who are socially and emotionally intelligent. They have the confidence to start and try hard things and the ability to persevere through challenges.

School Behavior Expectations

Housman Mustangs will: Be respectful - Be responsible - Be ready to learn

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

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

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2018-19 School Year	Percentage
African American	7.38%
Hispanic	82.33%
White	5.82%
American Indian	0.19%
Asian	2.71%
Pacific Islander	0%
Two or More Races	1.55%
Economically Disadvantaged	90%
ELL	53.98%
At Risk	71.65%

Historical Context for Campus and the community: Housman was built in 1954 to answer a growing demand for schools in a suburban neighborhood that was brand new and expanding. At the time, the majority of people moving into the neighborhood were new homeowners, most of them native to Texas, with college educations or post-high-school technical training, largely connected to the professions of oil, gas, and retail management. Over time, as the neighborhood aged and property values climbed, homeowners were replaced by renters, often from other countries, seeking growth opportunities for their families in the Houston area. Whereas Housman once boasted a stable population of average to high-achieving students, over time, academic performance data dropped as poverty became the norm, as language and culture became a barrier, and as the distraction of home and food insecurity became more common.

We are currently working to connect with families through family engagement opportunities such as Open House, parent information classes, and

curriculum nights in order to improve school connectedness and a team approach to support student growth and achievement.

Demographics Strengths

Student Academic Achievement

Student Academic Achievement Summary

Student achievement data indicates a need for growth in numeracy[MAP and STAAR], literacy[MAP and STAAR], and social/emotional discrete skills[Panorama].

Housman is rated as D by TEA accountability system.

Domain 1	Student Achievement	57
Domain 2A	Academic Growth	67
Domain 2B	Relative Performance	60
Domain 3	Closing the Gaps	63

MAP Data	17-18	18-19
Math	45%	51%
Reading	37%	58%

STAAR

STAAR data indicates a need for improvement in all subjects. The performance gap between EL and non-EL students is significant. The focus of the instructional strategies in the Campus Improvement Plan goals targets intentional data analysis and responding to data in frequent cycles in order to maximize time spent on focused learning on essential learning standards. The instructional team at Housman is focused on moving student groups up from "Approaches" to "Meets" and "Meets to Masters".

All Students	Approaches	Meets	Masters
Reading	56%	25%	12%
Writing	57%	26%	6%
Math	59%	23%	11%
Science	68%	38%	9%
EL Students			
Reading	45%	13%	5%
Writing	30%	2%	0%
Math	53%	17%	6%
Science	58%	19%	4%

TELPAS

As reported by TELPAS composite score data, 46 EL students are 1 year behind expected language acquisition progress, 21 students are 2 years behind, and 4 students are 3 years behind.

Panorama

Panorama Data	17-18	18-19
School Belonging	66%	64%
School Climate	58%	60%
School Rigorous Expectations	70%	80%
School Safety	51%	54%
School Teacher-Student Relationships	68%	77%
OVERALL	63%	66%

Student Academic Achievement Strengths

School Processes & Programs

School Processes & Programs Summary

Housman leverages curriculum documents created by SBISD academic departments. Each department aligns the TEKS with a scope and sequence of the work for the year.

Reading/Writing:

For the 2019-2020 school year, SBISD has adopted Teachers College to deliver daily reading and writing instruction through reading and writing workshop. SBISD has invested in and assigned a literacy coach to support the successful implementation of TCRWP.

Math:

Priority standards are identified and curriculum documents support the vertical alignment of the skills from one grade level to the next. In addition to the SBISD curriculum documents, we utilize the online platform of Dreambox for personalized learning paths for math.

Science:

The 5 E Model is used for daily science instruction. In order to support science in K-5, Edusmart software will be utilized to supplement the district curriculum.

Social Studies:

The SBISD Humanities department is collaborating to identify connections for integration of social studies into the reading and writing workshop model.

To support the district curriculum and to align our instructional and assessment practices, Housman is learning through work with Solution Tree on the Professional Learning Community conference, Response to Intervention, and Common Formative Assessments.

Assessments include:

MAP

STAAR

TELPAS

Common Formative Assessments - Exit Tickets, Rubrics on student performance

District Priority Standards Assessments

Instruction:

To maximize instructional minutes, a global master schedule is created to ensure uninterrupted instructional time is available at each grade level. RtI is built in to the daily schedule for teachers to respond to assessment data and target student learning gaps.

Housman actively participates in the One Way Dual Language program to support simultaneous bi-literacy for our native Spanish speakers.

School Processes & Programs Strengths

Perceptions

Perceptions Summary

Attendance is a target for improvement at Housman as it directly impacts school culture and climate.

14% of students are trending toward chronic absenteeism.

9% of students are nearly chronically absent.

7% of students are chronically absent.

Attendance impacts school connectedness and academic growth targets.

Panorama data informs needs the need to increase school connectedness.

Panorama Data	17-18	18-19
School Belonging	66%	64%
School Climate	58%	60%
School Rigorous Expectations	70%	80%
School Safety	51%	54%
School Teacher-Student Relationships	68%	77%
OVERALL	63%	66%

MISSION	VISION	VALUES
Why do we exist?	What must we become?	How must we behave?

MISSION	VISION	VALUES
High levels of learning for ALL	Housman Mustangs are critical readers and thinkers who are socially and emotionally intelligent. We have confidence to start and try hard things, with the ability to persevere through challenges.	Every Child Collaborative Spirit Collective Greatness Limitless Curiosity Moral Compass

Perceptions Strengths

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL 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
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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


Performance Objective 1: By June 2020, at least 53% of HME students will meet or exceed growth expectations in Math and 60% on Reading MAP.



2018-19: Reading - 58% met CGI; Math - 51 % met CGI


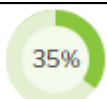



2017-18: Reading - 37% met CGI; Math - 45 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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	Admin Team	Increased student achievement in core content areas: reading, writing, math, science, social studies			
	Funding Sources: 211 - Title I, Part A - 154754.00, 199 PIC 11 - Instructional Services - 9165.00, 199 PIC 23 - Special Education - 80.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>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.</p>	2.4, 2.5, 2.6	Admin Team Content Leaders Teacher Teams	Increased student achievement in core content areas: reading, writing, math, science, social studies			
	<p>Funding Sources: 211 - Title I, Part A - 4.00, 199 PIC 99 - Undistributed - 778.00</p>					
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <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	Admin Team Content Leaders Teacher Teams	Increased student achievement in core content areas: reading, writing, math, science, social studies			
	<p>Funding Sources: 211 - Title I, Part A - 5001.00, 199 PIC 11 - Instructional Services - 1200.00, 199 PIC 23 - Special Education - 150.00, 199 PIC 25 - ESL/Bilingual - 2000.00, 199 PIC 99 - Undistributed - 922.00</p>					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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	Admin Team Content Leaders Teacher Teams	Increased student achievement in core content areas: reading, writing, math, science, social studies			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.	2.4, 2.5, 2.6	Admin Team Content Leaders Teacher Teams	Increased student achievement in core content areas: reading, writing, math, science, social studies Increased language proficiency as measured by TELPAS			
<div><div><div></div><div><div>100%</div></div></div><div>= Accomplished</div><div><div></div><div><div>0%</div></div></div><div>= No Progress</div><div><div></div><div>= Discontinue</div></div></div>						

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 2020, at least 70% of 3-5 graders will respond favorably on School Climate on the Panorama survey.



2018-19: School Climate - 60%


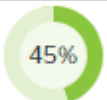

2017-18: School Climate - 58%





Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.	2.6, 3.1, 3.2	Campus CSHAC Admin Team Teacher Teams	Increased student connectedness and improved academic outcomes			
	Funding Sources: 211 - Title I, Part A - 2796.00, 199 PIC 11 - Instructional Services - 250.00, 199 PIC 99 - Undistributed - 300.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>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. Teachers will create and distribute classroom/team newsletters [weekly or bi-weekly] to strengthen the school and home connection. Parent events and communication will require materials, supplies, and/or technology.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Admin Team Teachers CIS Partnership	Increased student/family connectedness and improved academic outcomes			
Funding Sources: 211 - Title I, Part A - 4205.00, 199 PIC 11 - Instructional Services - 250.00						
<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, 3.1, 3.2	Admin Team Teachers CIS Partnership	Increased student/family connectedness and improved academic outcomes			
Funding Sources: 211 - Title I, Part A - 500.00, 199 PIC 99 - Undistributed - 300.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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	Admin Team Teacher Teams	Increased student/family connectedness and improved academic outcomes			
	Funding Sources: 211 - Title I, Part A - 2850.00					
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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	Admin Team Teacher Teams	Increased student/family connectedness and improved academic outcomes			
	Funding Sources: 211 - Title I, Part A - 2599.00, 199 PIC 99 - Undistributed - 425.00					
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Students and teachers will participate in Community Circles in classrooms to strengthen school connectedness. Community circles may require instructional materials, supplies, and/or technology.	2.4, 2.5, 2.6, 3.2	Admin Team Teacher Teams	Increased student/family connectedness and improved academic outcomes			
	Funding Sources: 211 - Title I, Part A - 1000.00, 199 PIC 99 - Undistributed - 200.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Housman students and staff will participate in vertical Houses to strengthen relationships at school [student-student, student-staff]. Periodic meetings will be held where students will participate in learning how to cooperatively work together, communication skills, and goal setting. Service projects may be explored by Housman Houses. The Housman House experience may result in a need for professional development, instructional materials, supplies, technology, and extension outside the normal school day for students.	2.4, 2.5, 2.6, 3.2	Admin Team Teacher Teams CIS partnership	Increased student/family connectedness and improved academic outcomes			
	Funding Sources: 211 - Title I, Part A - 2000.00, 199 PIC 11 - Instructional Services - 1400.00					
<div> = Accomplished = No Progress = Discontinue</div>						

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


Performance Objective 1: By June 2020, at least 30% 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)



2018-19: 18% performed at post-secondary readiness levels as defined by SBISD Measures of Success

2017-18: 19% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) 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	2.4, 2.5, 2.6	Admin Team Teacher Teams	Increased student performance on post-secondary level on STAAR and MAP			
Funding Sources: 211 - Title I, Part A - 4000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>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.</p>	2.4, 2.5, 2.6	Admin Team Teacher Teams	Increased student performance on post-secondary level on STAAR and MAP			
<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	Admin Team Teacher Teams	Increased student performance on post-secondary level on STAAR and MAP			
Funding Sources: 211 - Title I, Part A - 12400.00, 199 PIC 11 - Instructional Services - 500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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	Admin Team Teacher Teams	Increased student performance on post-secondary level on STAAR and MAP	<div><div></div><div>85%</div></div>		
	Funding Sources: 211 - Title I, Part A - 6000.00, 199 PIC 23 - Special Education - 400.00, 199 PIC 11 - Instructional Services - 2000.00					
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) 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, 3.2	Admin Team Teacher Teams	Increased student performance on post-secondary level on STAAR and MAP	<div><div></div><div>50%</div></div>		
	Funding Sources: 211 - Title I, Part A - 8001.00, 199 PIC 11 - Instructional Services - 2525.00, 199 PIC 99 - Undistributed - 800.00					
<div><div><div></div><div>100%</div></div><div><div></div><div>0%</div></div><div><div></div><div></div></div><div>= Accomplished</div><div>= No Progress</div><div>= Discontinue</div></div>						

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 2020, HME will close existing gaps in post secondary readiness by at least 5% between EL students and non-EL students while all performance improves.



2018-19: EL 15%; non-EL 22%

2017-18: EL 6%; non-EL 30%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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, 3.2	Admin Team Teacher Teams	Increased student achievement in core academic areas	 65%		
Funding Sources: 211 - Title I, Part A - 2000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <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, 3.2	Admin Team Teacher Teams	Increased student achievement in core academic areas			
	Funding Sources: 211 - Title I, Part A - 3105.00, 199 PIC 11 - Instructional Services - 500.00					
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>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.</p>	2.4, 2.5, 2.6, 3.2	Admin Team Teacher Teams	Increased student achievement in core academic areas			
	Funding Sources: 211 - Title I, Part A - 1300.00, 199 PIC 30 - At Risk School Wide SCE - 6720.00					







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</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, 3.2	Admin Team Teacher Teams	Increased student achievement in core academic areas			
Funding Sources: 211 - Title I, Part A - 1895.00, 199 PIC 25 - ESL/Bilingual - 1560.00, 199 PIC 11 - Instructional Services - 5500.00, 199 PIC 30 - At Risk School Wide SCE - 3000.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

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

Performance Objective 1: Meet all compliance timelines and reporting requirements.

Evaluation Data Source(s) 1:

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, 2.5, 2.6, 3.2	Admin Team	Remain in compliance with federal and state law and SBISD policy			
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, 3.2	Admin Team	Remain in compliance with federal and state law and SBISD policy			
3) SPECIAL EDUCATION- Ensure that SPED staff, building administrators, and counselors are trained on and adhere to SPED timelines and compliance requirements.	2.4, 2.5, 2.6, 3.2	Admin Team Diagnostician/LSSP	Remain in compliance with federal and state law and SBISD policy			
 = Accomplished  = No Progress  = Discontinue						

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lauren Sinclair	Math Intervention	Instructional	
Shanesha Seals	Aspiring Teacher	Instructional	
Stephanie Pineda	Associate Teacher	Instructional	

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Lindy Robertson	Principal
Administrator	Mari Ortega	Assistant Principal
District-level Professional	Catherine Roth	SBSID District Representative
Classroom Teacher	Kimberly Muske	Teacher 3-5
Classroom Teacher	Michelle Clements	Teacher K-2
Parent	Debbie Girtman	Parent
Parent	Elizabeth Ball	Parent
Community Representative	Laura Bushong	Community Member
Business Representative	Sloane Pardue	Business Representative
Non-classroom Professional	Allison Burt	Non-Classroom Professional - MCL
Non-classroom Professional	Joyce Moore	Non-classroom Professional - Librarian
Parent	Diana Pena	

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Other Payroll Payments	11-6116	\$1,500.00
1	1	1	Salary Items - Medicare, Employee Contribution, Workers Comp, Teacher Retirement	11-6141, 6142, 6143, 6146	\$165.00
1	1	1	Stipend - EIT	199.11.6119.000.106.11.0.106	\$7,500.00
1	1	3	Substitutes	11-6112	\$1,000.00
1	1	3	Student Transportation	11-6494	\$200.00
1	1	4	Other Contract Maintenance/Repair	11-6249	\$350.00
1	1	4	Other Supplies	11-6399	\$5,000.00
2	1	1	Misc. Operating Expenses	11-6499	\$250.00
2	1	2	Misc. Operating Expenses	11-6499	\$250.00
2	1	7	Student Travel	11-6412	\$400.00
2	1	7	Student Transportation	11-6494	\$1,000.00
3	1	3	Misc. Contract Services	11-6299	\$500.00
3	1	4	Other Supplies	11-6399	\$2,000.00
3	1	5	Technology Equipment	11-6398	\$2,525.00
4	1	2	Travel - Employee	13-6411	\$500.00
4	1	4	Other Supplies	11-6399	\$5,500.00
Sub-Total					\$28,640.00
Budgeted Fund Source Amount					\$28,640.00
+/- Difference					\$0

199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salary Items - Medicare, Employee Contribution, Workers Comp, Teacher Retirement	23-6141, 6142, 6143, 6146	\$80.00
1	1	3	Supplies - SpEd	11-6399	\$150.00
3	1	4	Substitutes-Support Staff	11-6122	\$400.00
Sub-Total					\$630.00
Budgeted Fund Source Amount					\$630.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies - Bilingual	11-6399	\$2,000.00
1	1	4	Supplies - Bilingual	11-6399	\$2,400.00
4	1	4	Other Reading Materials - Bil	11-6329	\$1,560.00
Sub-Total					\$5,960.00
Budgeted Fund Source Amount					\$5,960.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Other Reading Materials - At Risk	11-6329	\$3,000.00
4	1	3	Supplies - At Risk	11-6399	\$3,720.00
4	1	4	Supplies - At Risk	11-6399	\$3,000.00
Sub-Total					\$9,720.00
Budgeted Fund Source Amount					\$9,720.00
+/- Difference					\$0

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies - Office	23-6399	\$778.00
1	1	3	Dues	23-6495	\$772.00
1	1	3	Substitutes - Professional Staff	33-6112	\$150.00
1	1	4	Software - Library	12-6397	\$1,000.00
1	1	4	Other Supplies - Library	12-6399	\$500.00
2	1	1	Supplies - Clinic	33-6399	\$300.00
2	1	3	Travel - Employee	33-6411	\$300.00
2	1	5	Supplies - Counselor	31-6399	\$225.00
2	1	5	Supplies and Materials	52-6399	\$200.00
2	1	6	Supplies and Materials	31-6399	\$200.00
3	1	5	Misc. Contract Services	23-6299	\$300.00
3	1	5	Misc. Operating Expenses	23-6499	\$500.00
Sub-Total					\$5,225.00
Budgeted Fund Source Amount					\$5,225.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Professional	11-6116	\$10,000.00
1	1	1	Professional Salary	11-6119	\$58,933.00
1	1	1	Overtime Paraprofessional	11-6121	\$2,000.00
1	1	1	Extra Duty Paraprofessional	11-6125	\$1,000.00
1	1	1	Support Personnel	11-6129	\$50,257.00
1	1	1	Salary Items - Medicare, Employer Contribution, Workers Comp, Teacher Retirement,	11, 13, 31, 61	\$31,562.00
1	1	1	Extra Duty Professional	13-6116; 31-6119; 61-6116;	\$2.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Other Reading Materials - Teacher	13-6329	\$750.00
1	1	1	Other Reading Materials - Principal	23-6329	\$250.00
1	1	2	Misc. Contract Services	11-6299; 13-6299; 31-6299; 61-6299	\$4.00
1	1	3	Misc Operating Expenses	13-6499	\$1.00
1	1	3	Employee Travel	13-6411; 23-6411	\$3,000.00
1	1	3	Substitutes	13-6112	\$2,000.00
1	1	4	Other Reading Materials	11-6329	\$500.00
1	1	4	Software	11-6397	\$5,000.00
1	1	5	Other Reading Materials	11-6329	\$500.00
2	1	1	Supplies and Materials	11-6399	\$2,796.00
2	1	2	Extra Duty Professional	31-6116	\$2,000.00
2	1	2	Overtime Paraprofessional	61-6121	\$500.00
2	1	2	Extra Duty Paraprofessional	61-6125	\$250.00
2	1	2	Support Personnel	61-6129	\$250.00
2	1	2	Other Reading Materials - Parents	61-6329	\$1.00
2	1	2	Supplies and Materials	61-6399	\$704.00
2	1	2	Community Service - HEB Card	61-6499	\$500.00
2	1	3	Substitutes	13-6112	\$500.00
2	1	4	Other Reading Materials	11-6329	\$2,850.00
2	1	5	Supplies and Materials	11-6399	\$2,599.00
2	1	6	Supplies and Materials	11-6399	\$1,000.00
2	1	7	Supplies and Materials	11-6399	\$2,000.00
3	1	1	Technology	11-6398	\$4,000.00
3	1	3	Substitutes	13-6112	\$2,150.00
3	1	3	Region 4 - Teacher	13-6239	\$250.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Supplies and Materials	11-6399	\$10,000.00
3	1	4	Magazines and Periodicals	11-6325	\$0.00
3	1	4	Other Reading Materials	11-6329	\$1,000.00
3	1	4	Supplies and Materials	11-6399	\$5,000.00
3	1	5	Supplies and Materials	11-6399	\$3,000.00
3	1	5	Student Travel	11-6412	\$1.00
3	1	5	Transportation	11-6494	\$5,000.00
4	1	1	Supplies and Materials	11-6399	\$2,000.00
4	1	2	Substitutes	13-6112	\$855.00
4	1	2	Region 4 - Teachers	13-6239	\$250.00
4	1	2	Supplies and Materials	11-6399	\$2,000.00
4	1	3	Region 4 - Principal	23-6329	\$300.00
4	1	3	Supplies and Materials	11-6399	\$1,000.00
4	1	4	Magazines and Periodicals	11-6325	\$250.00
4	1	4	Other Reading Materials	11-6329	\$1,645.00
4	1	4	Supplies and Materials	11-6399	\$0.00
Sub-Total					\$220,410.00
Budgeted Fund Source Amount					\$220,410.00
+/- Difference					\$0
Grand Total					\$270,585.00