

Spring Branch Independent School District

Housman Elementary School

2021-2022 Campus Improvement Plan



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 stary 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.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

Table of Contents

School Behavior Expectations	2
Comprehensive Needs Assessment	5
Demographics	5
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	15
Goal 1: STUDENT ACHIEVEMENT. Every Housman Elementary School student will master rigorous academic standards to ensure college and career readiness.	16
Goal 2: STUDENT SUPPORT. Every Housman Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.	29
Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.	34
Goal 4: FISCAL RESPONSIBILITY. Housman Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.	36
Campus Funding Summary	37
Addendums	41

Comprehensive Needs Assessment

Demographics

Demographics Summary

	2018-19	2019-2020	2020-2021
African American	7.38%	6.94%	8%
Hispanic	82.33%	83.92%	85%
White	5.82%	4.36%	5%
American Indian	0.19%	0.19%	0.47%
Asian	2.71%	1.98%	0.95%
Pacific Islander	0%	0%	0%
Two or More Races	1.55%	2.38%	1.2%
Economically Disadvantaged	90%	92.06%	90%
ELL	53.98%	55.55%	57%
At Risk	71.65%	72.81%	61%
SpEd			14%

2020-2021 Enrollment Count ranged between 400 and 420 over the course of the year. Between 2019-2020 school year and 2020-2021 school year, multiple families moved from our community to purchase homes in the suburbs of Houston. Katy and Cypress were the two most reported areas for moves. Families reported the cost of rent and the ability to purchase a home for their family as the reason for moving from Housman's school boundary.

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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Housman student enrollment is decreasing. **Root Cause:** The Housman zoned community is shifting. Apartment rent is increasing - families are moving to the suburbs to buy homes - \$300,000+ homes are being built.

Student Learning

Student Learning Summary

Due to Covid 19, formal assessments were not administered in Spring 2020.

Target Improvement will continue through 2020-2021 school year.

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%

All Students	Approaches	Meets	Masters
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. [2018-2019]

June 2020 EL Summary

Gr	# Sts	# LEP	% LEP	Potential number of students to Exit the Program	% Potential students	New % LEP
KG	64	39	61%	0	0%	
1	87	48	55%	1	2%	54%
2	70	43	61%	7	16%	51%
3	80	46	58%	7	15%	49%
4	103	61	59%	19	31%	41%
5	91	42	46%	6	14%	40%
Glasgow	4	1	25%	0	0%	25%
Total	499	280	56%	40	14%	48%

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%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student achievement needs improvement - reading, math, and gap between EL and non-EL students is significantly impacting overall student achievement scores. **Root Cause:** Our focus was too broad creating wide-spread learning targets that were not specific enough to target, track, and monitor. Through PLC learning, essential standards have been identified, strategic interventions have been built in to the daily schedule focused on essential standards, and staff has been organized to target these essential standards to impact student achievement.

School Processes & Programs

School Processes & Programs Summary

Housman's mission is High Levels of Learning for All. Housman's vision of excellence is - 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.

Forty minutes of daily intervention is built into the master schedule to target mastery of essential standards aligned to the Superintendent's priorities - literacy, numeracy, and EL supports.

Academic Recovery time was started in November to support students in recovering learning time lost due to tardies or absences. This practice will continue and will start in October of 2021. In addition to students in need of support to recoup learning time for absences and tardies, students identified through the Response to Intervention System will be invited to attend Academic Recovery Tutorials each Tuesday and Thursday beginning in October.

Housman staff members [K-3, SpEd, Interventionist, Librarian, and Admin] will actively engage in the House Bill 3 Reading Academy. This work will inform intervention. Intervention in primary grades will be phonics based in order to close reading gaps. For below level readers in intermediate grades, massive practice in reading will be the focus of intervention. For intermediate students on or above level in reading will participate in math intervention in order to develop mastery in math fluency.

For Social and Emotional Supports, daily community circles are imbedded into daily announcements. To support students in understanding emotions and developing self-regulating and positive self-advocacy skills, implementation of the Mood Meter from the book Permission to Feel by Dr. Mark Brackett was consistently used.

During 2020-2021 school year, student activities were paused due to Covid-19 safety processes. For the 2021-2022 school year, Student Council and Student Leadership Council will restart to give student leaders a voice in creating a school experience that is positive and enriching.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional Learning Communities must be committed to continuous cycles of improvement to improve student outcomes. **Root Cause:** Housman is in the initiating and implementing phase of PLC work.

Problem Statement 2: Curriculum must be narrowly focused to target the essential needs of students for a solid foundation in literacy and numeracy. **Root Cause:** Before TC was adopted for reading, the curriculum wasn't structured enough to support systematic reading instruction with routine data checks. This impacted all other subjects.

Perceptions

Perceptions Summary

Attendance is a target for improvement at Housman as it directly impacts school culture and climate. In 2020-2021 Academic Recovery Time was assigned for absences and tardies in order to remediate lost skills due to attendance. Thirty-six students in grades K-5 had 20 or more absences for the year. Twenty-five students had 20 or more tardies for the year. Investing students in daily attendance is ongoing work for campus staff as we work directly with students and families to understand the importance of daily attendance. Covid-19 illnesses and exposure to illness impacted school attendance for the 2020-2021 school year.

Gr	Total students	Total students with 20 or more absences	%
KG	56	9	16.07%
1	63	4	6.35%
2	75	5	6.67%
3	65	4	6.15%
4	77	5	6.49%
5	85	9	10.59%
Total	421	36	8.55%

Gr	Total students	Total students with 20 or more tardies	%
K	56	4	7.14%
1	63	2	3.17%
2	75	3	4.00%
3	65	3	4.62%
4	77	5	6.49%
5	85	8	9.41%
Total	421	25	5.94%

Attendance impacts school connectedness and academic growth targets.

Mustang Habits - During the 2020-2021 school year, student behavior trackers were introduced to promote students building Mustang Habits that are aligned with SBISD Core Characteristics. Each week, students received a personalized tracker where they set a goal on Monday. During the week, students received positive feedback and played a BINGO game with their positive feedback. They also received corrective feedback to improve behavior. The first week the BINGO tracker game was introduced, 8 Housman Mustangs were awarded a prize. The final week of the year, 245 Housman Mustangs were awarded a prize.

A Housman Mustang Hall of Fame was implemented for students who consistently over the course of 6 weeks demonstrated Mustang Habits and won BINGO. The first Housman Mustang Hall of Fame honored 29 students. The final Housman Mustang Hall of Fame honored 171 students.

The increase in BINGO winners and Housman Mustang Hall of Fame honorees indicates a shift in positive school culture, school-connectedness, and school belonging as students invested intentional effort to be present at school and demonstrate positive Mustang Habits.

Due to Covid 19, Panorama was not administered in Spring 2020. In the Fall of 2020, we used Panorama surveys with 3rd-5th students to gather input on the topics of emotion regulation, self-management, and social awareness. In the Spring of 2021, we used Panorama to gather input on the topics of school belonging, school climate, school engagement, school rigorous expectations, school safety, and school teacher-student relationships. Due to the difference in survey topics and questions, we are unable to note growth from Fall 2020 to Spring 2021. Housman's Panorama data as compared to previous years with the same topics decreases in every category. The ongoing effects of Covid-19 is believed to have impacted the Panorama data. Safety was the primary focus of communication with students and families and masks, plexiglass, and face shields created barriers to building "normal" school relationships.

Panorama data informs needs the need to increase school connectedness.

Panorama Data	17-18	18-19	May 20-21
School Belonging	66%	64%	55%
School Climate	58%	60%	53%
School Rigorous Expectations	70%	80%	75%
School Safety	51%	54%	48%
School Teacher-Student Relationships	68%	77%	70%
OVERALL	63%	66%	Not rated

Panorama Data	Fall 2020
Social Awareness	67%
Self-Management	55%
Emotion Regulation	53%

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student culture data through Panorama indicates a need for improvement for students to positively report feeling about school. **Root Cause:** Through investigative discussions and empathy interviews, it was discovered students don't separate their feelings of safety and positive adult relationships between home and school. Additionally, we host SBS behavior units. The classes where students have been exposed to aggressive student behaviors have indicated lower ratings on Panorama for school culture and climate.

Problem Statement 2: Housman student attendance is in need of improvement. Attendance directly impacts student learning outcomes. **Root Cause:** Students must be invested in their own learning and feel connected to teachers in order to prioritize school attendance an effort.

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 goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- T-PESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: STUDENT ACHIEVEMENT. Every Housman Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2022, Housman Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 10 percentage points at each performance level (approaches, meets, masters).


2020-21: Reading: 52% (approaches), 25% (meets), 13% (masters); Math: 55% (approaches), 24% (meets), 10% (masters)



2019-20: Not Rated due to COVID



2018-19: Reading: 56% (approaches), 25% (meets), 12% (masters); Math: 59% (approaches), 23% (meets), 11% (masters)







2017-18: Reading: 61% (approaches), 29% (meets), 13% (masters); Math: 60% (approaches), 24% (meets), 6% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Learning Communities Work: 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 toward mastery of essential standards. 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 will be embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration, 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 and materials from Lead4Ward , Harris County Department of Ed, and Solution Tree.</p> <p>Strategy's Expected Result/Impact: Increased student performance on post-secondary level on STAAR and MAP</p> <p>Staff Responsible for Monitoring: Admin Team Teacher Teams</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Region 4 - Teacher - 211 - Title I, Part A - 13-6239 - \$250, Sub Support - 199 PIC 11 - Instructional Services - 23-6122 - \$420, Substitutes - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6112 - \$500, Misc Contract Services - 211 - Title I, Part A - 23-6299 - \$400, Misc Expenses - 199 PIC 11 - Instructional Services - 23-6499 - \$400, Region 4 - 282 ARP21 (ESSER III Campus Allocations) - 282.23.6299 - \$500, Substitutes - 199 PIC 11 - Instructional Services - 11-6112, 11-6141, 11-6142, 11-6143, 11-6146 - \$7,211, Misc. Contracted Services - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6299 - \$1,000, Dues - 199 PIC 99 - Undistributed - 23-6495 - \$800, Region 4 - Principal - 211 - Title I, Part A - 23-6239 - \$100</p>	Formative		
	Oct	Jan	Apr
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reading Academy: K-3 teachers, SpEd teachers, interventionists, librarian, and administrators will engage in professional learning and practice aligned to House Bill 3 Reading Academy. Professional learning may require additional materials, supplies, substitutes, and/or technology. Professional learning may also result in student interventions outside normal school day for students.</p> <p>Strategy's Expected Result/Impact: Increased student performance on post-secondary level on STAAR and MAP</p> <p>Staff Responsible for Monitoring: Admin Team Teacher Teams</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies and Materials - Home & School Connection - 211 - Title I, Part A - 61-6399 - \$441</p>	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increased student performance on post-secondary level on STAAR and MAP</p> <p>Staff Responsible for Monitoring: Admin Team Teacher Teams</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies and Materials - 199 PIC 99 - Undistributed - 52-6399 - \$200, Supplies - Office - 199 PIC 99 - Undistributed - 23-6399 - \$100, Other Contract Main/Repair - 199 PIC 99 - Undistributed - 11-6249 - \$350, Supplies and Materials - 211 - Title I, Part A - 11-6399 - \$10,658, Misc Operating Expenses - 199 PIC 99 - Undistributed - 23-6299 - \$200, Misc Contract Services - 199 PIC 99 - Undistributed - 11-6299 - \$500, Software - 199 PIC 11 - Instructional Services - 11-6397 - \$100</p>	Formative		
	Oct	Jan	Apr
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increased student performance on post-secondary level on STAAR and MAP</p> <p>Staff Responsible for Monitoring: Admin Team Teacher Teams</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Certified Tutor - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6119 - \$10,000, Other payroll costs - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6141, 6143, 6146, - \$2,742, Supplies and Materials - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6399 - \$5,758, Extra Duty - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6116 - \$10,000, Software - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6397 - \$5,000, Other Reading Materials - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6329 - \$5,000, Transportation - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6494 - \$2,000, Extra Duty - 199 PIC 11 - Instructional Services - 11-6116 - \$8,000, Extra Duty Added Costs - 199 PIC 99 - Undistributed - 11-6141, 11-6142, 11-6143, 11-6146 - \$471</p>	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 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, Harris County Department of Ed, and outside approved consultants.</p> <p>Strategy's Expected Result/Impact: Increased student performance on post-secondary level on STAAR and MAP</p> <p>Staff Responsible for Monitoring: Admin Team Teacher Teams</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Student Travel - 199 PIC 11 - Instructional Services - 11-6412 - \$400, Supplies - BIL - 199 PIC 25 - ESL/Bilingual - 11-6399 - \$1,000, Student Transportation - 199 PIC 11 - Instructional Services - 11-6494 - \$2,000</p>	Formative		
	Oct	Jan	Apr
			




Strategy 6 Details	Formative Reviews		
Strategy 6: Technology: Provide technology resources and professional development to support academic growth. 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 Strategy's Expected Result/Impact: Increased student performance on post-secondary level on STAAR and MAP Staff Responsible for Monitoring: Admin Team Teacher Teams Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Software - 211 - Title I, Part A - 11-6397 - \$4,000, Technology - 211 - Title I, Part A - 11-6398 - \$400, Technology - 199 PIC 99 - Undistributed - 12-6398 - \$250	Formative		
	Oct	Jan	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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. Funding Sources: STAFF - 211 - Title I, Part A - 11-6119, 6141, 6142, 6143, 6146, - \$156,295	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 1: STUDENT ACHIEVEMENT. Every Housman Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: EARLY LITERACY: By June 2022, Housman Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 20 percentage points or \geq to 85%.

2020-21: Kindergarten 73% On Grade Level or Above Grade Level; 1st Grade: 45% On Grade Level or Above Grade Level; 2nd Grade: 50% On Grade Level or Above Grade Level

Evaluation Data Sources: Running Records End-of-Year Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Learning Communities Work: 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 toward mastery of essential standards. 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 will be embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration, 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 and materials from Lead4Ward , Harris County Department of Ed, and Solution Tree. Funding Sources: Substitutes - 211 - Title I, Part A - 11-6112 - \$1,000	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Reading Academy: K-3 teachers, SpEd teachers, interventionists, librarian, and administrators will engage in professional learning and practice aligned to House Bill 3 Reading Academy. Professional learning may require additional materials, supplies, substitutes, and/or technology. Professional learning may also result in student interventions outside normal school day for students. Funding Sources: Other Reading Materials - Staff - 211 - Title I, Part A - 13-6329 - \$2,000	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 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. Funding Sources: Other Reading Materials - Principal - 211 - Title I, Part A - 23-6329 - \$100, Other Reading Materials - Staff - 211 - Title I, Part A - 13-6329 - \$3,000	Formative		
	Oct	Jan	Apr
			

Strategy 4 Details	Formative Reviews		
Strategy 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. Funding Sources: Supplies and Materials - 211 - Title I, Part A - 11-6399 - \$2,000	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 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, Harris County Department of Ed, and outside approved consultants.	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Technology: Provide technology resources and professional development to support academic growth. 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	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


Goal 1: STUDENT ACHIEVEMENT. Every Housman Elementary School student will master rigorous academic standards to ensure college and career readiness.




Performance Objective 3: GAP-CLOSING: By June 2022, Housman Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 10 percentage points for English Learners.







2020-21: English Learners 27%; non-English Learners 29%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Learning Communities Work: 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 toward mastery of essential standards. 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 will be embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration, 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 and materials from Lead4Ward , Harris County Department of Ed, and Solution Tree.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in core academic areas</p> <p>Staff Responsible for Monitoring: Admin Team Teacher Teams</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes - Support Staff - 199 PIC 11 - Instructional Services - 11-6122 - \$3,430</p>	Formative		
	Oct	Jan	Apr
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Reading Academy: K-3 teachers, SpEd teachers, interventionists, librarian, and administrators will engage in professional learning and practice aligned to House Bill 3 Reading Academy. Professional learning may require additional materials, supplies, substitutes, and/or technology. Professional learning may also result in student interventions outside normal school day for students. Strategy's Expected Result/Impact: Increased student achievement in core academic areas Staff Responsible for Monitoring: Admin Team Teacher Teams Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Increased student achievement in core academic areas Staff Responsible for Monitoring: Admin Team Teacher Teams Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Other Reading Materials - BIL - 199 PIC 25 - ESL/Bilingual - 11-6329 - \$3,240	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Increased student achievement in core academic areas Staff Responsible for Monitoring: Admin Team Teacher Teams Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			

Strategy 5 Details	Formative Reviews		
Strategy 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, Harris County Department of Ed, and outside approved consultants. Strategy's Expected Result/Impact: Increased student achievement in core academic areas Staff Responsible for Monitoring: Admin Team Teacher Teams Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Other Reading Materials - At Risk - 199 PIC 30 - At Risk School Wide SCE - 11-6329 - \$1,000	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Technology: Provide technology resources and professional development to support academic growth. 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 Strategy's Expected Result/Impact: Increased student achievement in core academic areas Staff Responsible for Monitoring: Admin Team Teacher Teams Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: STUDENT ACHIEVEMENT. Every Housman Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: STUDENT GROWTH: By June 2022, Housman Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 10 points, Math (K-5) increase by 10 points.


2020-21: Reading - 47% met CGI; Math - 53% met CGI




2019-20: Not Rated due to COVID







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

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

Evaluation Data Sources: Measures of Academic Progress (MAP) Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Learning Communities Work: 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 toward mastery of essential standards. 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 will be embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration, 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 and materials from Lead4Ward , Harris County Department of Ed, and Solution Tree.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in core content areas: reading, writing, math, science, social studies</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Misc Operating Expenses - 199 PIC 11 - Instructional Services - 11-6499 - \$500</p>	Formative		
	Oct	Jan	Apr
			

Strategy 2 Details		Formative Reviews		
Strategy 2: Reading Academy: K-3 teachers, SpEd teachers, interventionists, librarian, and administrators will engage in professional learning and practice aligned to House Bill 3 Reading Academy. Professional learning may require additional materials, supplies, substitutes, and/or technology. Professional learning may also result in student interventions outside normal school day for students. Strategy's Expected Result/Impact: Increased student achievement in core content areas: reading, writing, math, science, social studies Staff Responsible for Monitoring: Admin Team Content Leaders Teacher Teams Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative		
		Oct	Jan	Apr
				
Strategy 3 Details		Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Increased student achievement in core content areas: reading, writing, math, science, social studies Staff Responsible for Monitoring: Admin Team Content Leaders Teacher Teams Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Supplies and Materials - 211 - Title I, Part A - 11-6399 - \$4,000, Supplies and Materials - 199 PIC 99 - Undistributed - 12-6399 - \$500, Other Reading Materials - 211 - Title I, Part A - 11-6329 - \$1,500, Other Reading Materials - 199 PIC 99 - Undistributed - 12--6329 - \$250, Supplies and Materials- SpEd - 199 PIC 23 - Special Education - 11-6399 - \$220		Formative		
		Oct	Jan	Apr
				
Strategy 4 Details		Formative Reviews		
Strategy 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, out of school experiences, and/or technology. Strategy's Expected Result/Impact: Increased student achievement in core content areas: reading, writing, math, science, social studies Staff Responsible for Monitoring: Admin Team Content Leaders Teacher Teams Funding Sources: Other Reading Materials - At Risk - 199 PIC 30 - At Risk School Wide SCE - 11-6329 - \$2,000, Student Travel - Field Trips - 211 - Title I, Part A - 11-6412 - \$3,000		Formative		
		Oct	Jan	Apr
				

Strategy 5 Details	Formative Reviews		
Strategy 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, Harris County Department of Ed, and outside approved consultants. Strategy's Expected Result/Impact: Increased student achievement in core content areas: reading, writing, math, science, social studies Staff Responsible for Monitoring: Admin Team Content Leaders Teacher Teams Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Technology: Provide technology resources and professional development to support academic growth. 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 Strategy's Expected Result/Impact: Increased student achievement in core content areas: reading, writing, math, science, social studies Increased language proficiency as measured by TELPAS Staff Responsible for Monitoring: Admin Team Content Leaders Teacher Teams Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Technology - Software - 211 - Title I, Part A - 11-6397 - \$2,000	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Goal 1: STUDENT ACHIEVEMENT. Every Housman Elementary School student will master rigorous academic standards to ensure college and career readiness.








Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or $\geq 80\%$.

2020-21: TELPAS Progress Rate 51%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Learning Communities Work: 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 toward mastery of essential standards. 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 will be embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration, 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 and materials from Lead4Ward , Harris County Department of Ed, and Solution Tree. Funding Sources: Travel - Employee - 199 PIC 11 - Instructional Services - 13-6411 - \$250, Travel - Employee - 199 PIC 11 - Instructional Services - 23-6411 - \$200	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Reading Academy: K-3 teachers, SpEd teachers, interventionists, librarian, and administrators will engage in professional learning and practice aligned to House Bill 3 Reading Academy. Professional learning may require additional materials, supplies, substitutes, and/or technology. Professional learning may also result in student interventions outside normal school day for students.	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 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. Funding Sources: Other Reading Materials - 199 PIC 11 - Instructional Services - 11-6329 - \$500	Formative		
	Oct	Jan	Apr
			


Strategy 4 Details	Formative Reviews		
Strategy 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. Funding Sources: Supplies and Materials - 199 PIC 11 - Instructional Services - 11-6399 - \$2,298	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 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, Harris County Department of Ed, and outside approved consultants. Funding Sources: Region 4 - 199 PIC 11 - Instructional Services - 23-6239 - \$150	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Technology: Provide technology resources and professional development to support academic growth. 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 Funding Sources: Technology - 199 PIC 11 - Instructional Services - 11-6398 - \$2,000	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



Goal 2: STUDENT SUPPORT. Every Housman Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.







Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, the % of Housman Elementary School students who feel connected as both individuals and learners will increase by at least 10 points.

2020-21: School Climate - 53%
 2019-20: Not Rated due to COVID
 2018-19: School Climate - 60%
 2017-18: School Climate - 58%

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Learning Communities Work: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs focused on social and emotional supports. Professional learning will be embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration, monthly faculty meetings, book studies, Character Strong, 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 and materials from Lead4Ward , Harris County Department of Ed, and Solution Tree.</p> <p>Strategy's Expected Result/Impact: Increased student connectedness, improved academic outcomes, and fewer office referrals</p> <p>Staff Responsible for Monitoring: Admin Team Student Culture Team Counselor</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Misc Contract Services - 211 - Title I, Part A - 13-6299 - \$250, Supplies - Counselor - 199 PIC 11 - Instructional Services - 31-6399 - \$150</p>	Formative		
	Oct	Jan	Apr
			




Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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. Included in RtI is PBIS - Positive Behavioral Interventions and Supports. Student needs and campus RtI and PBIS systems will highlight the need for instructional materials, supplies, materials, incentives, and/or technology.</p> <p>Strategy's Expected Result/Impact: Increased student connectedness, improved academic outcomes, and fewer office referrals</p> <p>Staff Responsible for Monitoring: Admin Team Teachers Student Culture Team CIS Partnership</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Other Reading Materials - 199 PIC 30 - At Risk School Wide SCE - 13-6329 - \$360, Misc. Contract Services - PBIS - 211 - Title I, Part A - 11.6299 - \$1,426, Other Reading Materials - 211 - Title I, Part A - 61-6329 - \$500, Supplies - At Risk - 199 PIC 30 - At Risk School Wide SCE - 11-6399 - \$4,000</p>	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Community Circles: Students and teachers will participate in Community Circles in classrooms to strengthen school connectedness. Community circles may require instructional materials, supplies, and/or technology.</p> <p>Strategy's Expected Result/Impact: Increased student connectedness, improved academic outcomes, and fewer office referrals</p> <p>Staff Responsible for Monitoring: Admin Team Teachers Student Culture Team CIS Partnership</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Substitutes - 199 PIC 11 - Instructional Services - 33-6112</p>	Formative		
	Oct	Jan	Apr
			







Strategy 4 Details	Formative Reviews		
Strategy 4: Events: Housman students and staff will participate in scheduled activities to increase school connectedness and the home-school connection. Activities include: Awards' Ceremonies, No Place For Hate, Red Ribbon Week, Gen-TX Week, Muffins for Mom, Dessert & Recess with Dad, Parent Meetings, Curriculum Events, and other related activities as recommended based on data. Resources needed may include books [Spanish and English], teacher professional books, supplies and materials, digital and technology resources, and translation services through extra duty to staff or district approved contracted services. Events may be held in person or through Zoom to increase parent engagement. Strategy's Expected Result/Impact: Increased student connectedness, improved academic outcomes, and fewer office referrals Staff Responsible for Monitoring: Admin Team Teacher Teams House Committee Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: Misc Contract Services - Translations - 211 - Title I, Part A - 11-6299 - \$500, Misc Contracted Services - Translations - 211 - Title I, Part A - 61-6299 - \$500, Misc Operating Expenses - 211 - Title I, Part A - 61-6499 - \$500	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Technology: Provide technology resources and professional development to support social-emotional growth. 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 software and/or subscription services. Strategy's Expected Result/Impact: Increased student/family connectedness, improved academic outcomes, and fewer office referrals Staff Responsible for Monitoring: Admin Team Teacher Teams Student Culture Team Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: STUDENT SUPPORT. Every Housman Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters







Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Learning Communities Work: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs focused on social and emotional supports. Professional learning will be embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration, monthly faculty meetings, book studies, Character Strong, 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 and materials from Lead4Ward , Harris County Department of Ed, and Solution Tree. Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Included in RtI is PBIS - Positive Behavioral Interventions and Supports. Student needs and campus RtI and PBIS systems will highlight the need for instructional materials, supplies, materials, incentives, and/or technology. Funding Sources: Supplies and Materials - 211 - Title I, Part A - 11-6399	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Community Circles: Students and teachers will participate in Community Circles in classrooms to strengthen school connectedness. Community circles may require instructional materials, supplies, and/or technology. Strategy's Expected Result/Impact: Increased student connectedness, fewer office referrals Staff Responsible for Monitoring: Admin Team Student Culture Team Counselor Teacher Teams Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Events: Housman students and staff will participate in scheduled activities to increase school connectedness and the home-school connection. Activities include: Awards' Ceremonies, No Place For Hate, Red Ribbon Week, Gen-TX Week, Muffins for Mom, Dessert & Recess with Dad, Parent Meetings, Curriculum Events, and other related activities as recommended based on data. Resources needed may include books [Spanish and English], teacher professional books, supplies and materials, digital and technology resources, and translation services through extra duty to staff or district approved contracted services. Events may be held in person or through Zoom to increase parent engagement. Strategy's Expected Result/Impact: Increased student connectedness, fewer office referrals Staff Responsible for Monitoring: Admin Team Student Culture Team Counselor Teacher Teams Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Technology: Provide technology resources and professional development to support social-emotional growth. 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 software and/or subscription services. Strategy's Expected Result/Impact: Increased student connectedness, fewer office referrals Staff Responsible for Monitoring: Admin Team Student Culture Team Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.







Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. Staff Responsible for Monitoring: Administrators Funding Sources: Supplies - Clinic - 199 PIC 99 - Undistributed - 33-6399 - \$600, Travel - Employee - 199 PIC 99 - Undistributed - 33-6411 - \$150	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.






Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details	Formative Reviews		
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Administrators Safety Committee	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FISCAL RESPONSIBILITY. Housman Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant Title I Schoolwide Elements: 3.1	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Sub Support	23-6122	\$420.00
1	1	1	Misc Expenses	23-6499	\$400.00
1	1	1	Substitutes	11-6112, 11-6141, 11-6142, 11-6143, 11-6146	\$7,211.00
1	1	3	Software	11-6397	\$100.00
1	1	4	Extra Duty	11-6116	\$8,000.00
1	1	5	Student Travel	11-6412	\$400.00
1	1	5	Student Transportation	11-6494	\$2,000.00
1	3	1	Substitutes - Support Staff	11-6122	\$3,430.00
1	4	1	Misc Operating Expenses	11-6499	\$500.00
1	5	1	Travel - Employee	13-6411	\$250.00
1	5	1	Travel - Employee	23-6411	\$200.00
1	5	3	Other Reading Materials	11-6329	\$500.00
1	5	4	Supplies and Materials	11-6399	\$2,298.00
1	5	5	Region 4	23-6239	\$150.00
1	5	6	Technology	11-6398	\$2,000.00
2	1	1	Supplies - Counselor	31-6399	\$150.00
2	1	3	Substitutes	33-6112	\$0.00
Sub-Total					\$28,009.00
Budgeted Fund Source Amount					\$28,009.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Supplies and Materials- SpEd	11-6399	\$220.00
Sub-Total					\$220.00
Budgeted Fund Source Amount					\$220.00
+/- Difference					\$0.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplies - BIL	11-6399	\$1,000.00
1	3	3	Other Reading Materials - BIL	11-6329	\$3,240.00
Sub-Total					\$4,240.00
Budgeted Fund Source Amount					\$4,240.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	Other Reading Materials - At Risk	11-6329	\$1,000.00
1	4	4	Other Reading Materials - At Risk	11-6329	\$2,000.00
2	1	2	Other Reading Materials	13-6329	\$360.00
2	1	2	Supplies - At Risk	11-6399	\$4,000.00
Sub-Total					\$7,360.00
Budgeted Fund Source Amount					\$7,360.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dues	23-6495	\$800.00
1	1	3	Supplies and Materials	52-6399	\$200.00
1	1	3	Supplies - Office	23-6399	\$100.00
1	1	3	Other Contract Main/Repair	11-6249	\$350.00
1	1	3	Misc Operating Expenses	23-6299	\$200.00
1	1	3	Misc Contract Services	11-6299	\$500.00
1	1	4	Extra Duty Added Costs	11-6141, 11-6142, 11-6143, 11-6146	\$471.00
1	1	6	Technology	12-6398	\$250.00
1	4	3	Supplies and Materials	12-6399	\$500.00
1	4	3	Other Reading Materials	12--6329	\$250.00
3	1	1	Supplies - Clinic	33-6399	\$600.00
3	1	1	Travel - Employee	33-6411	\$150.00
Sub-Total					\$4,371.00
Budgeted Fund Source Amount					\$4,371.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region 4 - Teacher	13-6239	\$250.00
1	1	1	Misc Contract Services	23-6299	\$400.00
1	1	1	Region 4 - Principal	23-6239	\$100.00
1	1	2	Supplies and Materials - Home & School Connection	61-6399	\$441.00
1	1	3	Supplies and Materials	11-6399	\$10,658.00
1	1	6	Software	11-6397	\$4,000.00
1	1	6	Technology	11-6398	\$400.00
1	1	7	STAFF	11-6119, 6141, 6142, 6143, 6146,	\$156,295.00
1	2	1	Substitutes	11-6112	\$1,000.00
1	2	2	Other Reading Materials - Staff	13-6329	\$2,000.00
1	2	3	Other Reading Materials - Principal	23-6329	\$100.00
1	2	3	Other Reading Materials - Staff	13-6329	\$3,000.00
1	2	4	Supplies and Materials	11-6399	\$2,000.00
1	4	3	Supplies and Materials	11-6399	\$4,000.00
1	4	3	Other Reading Materials	11-6329	\$1,500.00
1	4	4	Student Travel - Field Trips	11-6412	\$3,000.00
1	4	6	Technology - Software	11-6397	\$2,000.00
2	1	1	Misc Contract Services	13-6299	\$250.00
2	1	2	Misc. Contract Services - PBIS	11-6299	\$1,426.00
2	1	2	Other Reading Materials	61-6329	\$500.00
2	1	4	Misc Contract Services - Translations	11-6299	\$500.00
2	1	4	Misc Contracted Services - Translations	61-6299	\$500.00
2	1	4	Misc Operating Expenses	61-6499	\$500.00
2	2	2	Supplies and Materials	11-6399	\$0.00
					Sub-Total
					\$194,820.00
					Budgeted Fund Source Amount
					\$194,820.00
					+/- Difference
					\$0.00

282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes	282.11.6112	\$500.00
1	1	1	Region 4	282.23.6299	\$500.00
1	1	1	Misc. Contracted Services	282.11.6299	\$1,000.00
1	1	4	Certified Tutor	282.11.6119	\$10,000.00
1	1	4	Other payroll costs	282.11.6141, 6143, 6146,	\$2,742.00
1	1	4	Supplies and Materials	282.11.6399	\$5,758.00
1	1	4	Extra Duty	282.11.6116	\$10,000.00
1	1	4	Software	282.11.6397	\$5,000.00
1	1	4	Other Reading Materials	282.11.6329	\$5,000.00
1	1	4	Transportation	282.11.6494	\$2,000.00
Sub-Total					\$42,500.00
Budgeted Fund Source Amount					\$42,500.00
+/- Difference					\$0.00
Grand Total					\$281,520.00

Addendums