

# **Spring Branch Independent School District**

## **Housman Elementary School**

### **2020-2021 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 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

2019-2020 School Year	2018-19	2019-2020
African American	7.38%	6.94%
Hispanic	82.33%	83.92%
White	5.82%	4.36%
American Indian	0.19%	0.19%
Asian	2.71%	1.98%
Pacific Islander	0%	0%
Two or More Races	1.55%	2.38%
Economically Disadvantaged	90%	92.06%
ELL	53.98%	55.55%
At Risk	71.65%	72.81%

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%

All Students	Approaches	Meets	Masters
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. [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%
<b>Total</b>	<b>499</b>	<b>280</b>	<b>56%</b>	<b>40</b>	<b>14%</b>	<b>48%</b>

## 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 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 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. The district literacy coach supported the successful implementation of TC in K-5 classrooms. During summer of 2020, 3 teachers will attend the TC Writing Institute and 11 teachers will attend the TC Homegrown Reading Institute.

### 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. The redesign of the master schedule with designated intervention time partnered with specific adults assigned for intervention groups focused on essential standards is the focus of collaborative work for 2020-2021 school year.

Collaborative work through the PLC process will focus on Essential Standards.

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

### **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.

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.

<b>Panorama Data</b>	<b>17-18</b>	<b>18-19</b>
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%

<b>MISSION</b>	<b>VISION</b>	<b>VALUES</b>
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

# 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 2021, Housman Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 2% points at each performance level (approaches, meets, 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

**Summative Evaluation:** Some progress made toward meeting Objective

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1: PLC:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on post-secondary level on STAAR and MAP</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Teacher Teams</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Misc Contract Services - 211 - Title I, Part A - 23-6299 - \$100, Other Reading Materials - 211 - Title I, Part A (FBG20 Carryover) - 6329 - \$12,955.76, Misc Contract Services - 211 - Title I, Part A - 11-6299 - \$1, Other Reading Materials - 211 - Title I, Part A (FBG20 Carryover) - 23-6329 - \$500.70</p>				

<p><b>Strategy 2:</b> Professional Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be 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> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on post-secondary level on STAAR and MAP</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Teacher Teams</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Region IV - 211 - Title I, Part A - 13-6239 - \$100, Misc Contract Services - 199 PIC 11 - Instructional Services - 11-6299 - \$250, Substitutes - 211 - Title I, Part A - 11-6112 - \$300, Employee Travel - 199 PIC 11 - Instructional Services - 13-6411 - \$500, Region IV Principal - 211 - Title I, Part A - 23-6239 - \$1, Misc Contract Services - 211 - Title I, Part A - 13-6299 - \$250</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student performance on post-secondary level on STAAR and MAP</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Teacher Teams</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Technology - 211 - Title I, Part A (FBG20 Carryover) - 11.6398 - \$895, Magazines and Periodicals - 199 PIC 11 - Instructional Services - 11-6325 - \$100, Supplies and Materials - 199 PIC 99 - Undistributed - 11-6399 - \$3,371, Supplies and Materials - 211 - Title I, Part A - 11-6399 - \$4,131, Reading Materials - 211 - Title I, Part A (FBG20 Carryover) - 11-6329 - \$9,000, Other Reading Materials - 211 - Title I, Part A - 11-6329 - \$500, Supplies At Risk - 199 PIC 30 - At Risk School Wide SCE - 11-6399 - \$2,000, Software - 211 - Title I, Part A (FBG20 Carryover) - 6397 - \$3,500, Other Reading Materials At Risk - 199 PIC 30 - At Risk School Wide SCE - 11-6329 - \$1,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<b>Strategy 4:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased student performance on post-secondary level on STAAR and MAP <b>Staff Responsible for Monitoring:</b> Admin Team Teacher Teams  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Funding Sources:</b> Substitutes - 199 PIC 25 - ESL/Bilingual - 11-6112 - \$1,000, Other Reading Materials - 199 PIC 25 - ESL/Bilingual - 11-6329 - \$500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 5:</b> 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  <b>Strategy's Expected Result/Impact:</b> Increased student performance on post-secondary level on STAAR and MAP <b>Staff Responsible for Monitoring:</b> Admin Team Teacher Teams  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction  <b>Funding Sources:</b> Software - 211 - Title I, Part A - 11.6329 - \$1,675	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 6:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased student performance on post-secondary level on STAAR and MAP <b>Staff Responsible for Monitoring:</b> Admin Team Teacher Teams  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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  <b>Funding Sources:</b> Extra Duty - 199 PIC 11 - Instructional Services - 11-6116 - \$5,962, Extra Duty - 211 - Title I, Part A - 11-6116 - \$2,049, Software - 211 - Title I, Part A - 11-6397 - \$2,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<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 2: GAP-CLOSING:** By June 2021, 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 2 percentage points for English Learners.


2019-20: Not Rated due to COVID



2018-19: English Learners 15%; non-English Learners 22%








2017-18: English Learners 6%; non-English Learners 30%

**Evaluation Data Sources:** State Accountability Reports

**Summative Evaluation:** Some progress made toward meeting Objective

<p><b>Strategy 1:</b> 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 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in core academic areas</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Teacher Teams</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> 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><b>Funding Sources:</b> Misc Contract Services - 211 - Title I, Part A - 23-6299 - \$100</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

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	Formative			Summative
	Nov 	Jan	Mar	June

<b>Strategy 4:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement in core academic areas <b>Staff Responsible for Monitoring:</b> Admin Team Teacher Teams  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Funding Sources:</b> Supplies - 199 PIC 25 - ESL/Bilingual - 11-6399 - \$2,000, Other Reading Materials - 199 PIC 25 - ESL/Bilingual - 11-6329 - \$500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 5:</b> 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  <b>Strategy's Expected Result/Impact:</b> Increased student achievement in core academic areas <b>Staff Responsible for Monitoring:</b> Admin Team Teacher Teams  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 6:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement in core academic areas <b>Staff Responsible for Monitoring:</b> Admin Team Teacher Teams  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> 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  <b>Funding Sources:</b> Supplies - 199 PIC 25 - ESL/Bilingual - 11-6399 - \$1,160	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<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: STUDENT GROWTH:** By June 2021, 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 2 points, Math (K-5) increase by 2 points.


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





**Summative Evaluation:** Some progress made toward meeting Objective

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> 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 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in core content areas: reading, writing, math, science, social studies</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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><b>Funding Sources:</b> Misc Contract Services - 211 - Title I, Part A - 23-6299 - \$200</p>				

<p><b>Strategy 2:</b> Professional Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be 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> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in core content areas: reading, writing, math, science, social studies</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Content Leaders Teacher Teams</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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><b>Funding Sources:</b> Dues - 199 PIC 99 - Undistributed - 23-6495 - \$800, Substitutes - 199 PIC 11 - Instructional Services - 11-6122 - \$3,185, Misc Operating Expense - 199 PIC 11 - Instructional Services - 11-6499 - \$500, Employee Travel - 199 PIC 11 - Instructional Services - 23-6411 - \$150, Substitutes - Support Staff - 199 PIC 11 - Instructional Services - 11-6122 - \$299, Substitutes - 211 - Title I, Part A - 11-6112 - \$400, Other Reading Materials - 199 PIC 11 - Instructional Services - 12-6329 - \$250, Employee Travel, Misc. Operating Expense - Webinar - 211 - Title I, Part A - 13-6411, 23-6411, 13-6499, 23-6499 - \$4, Region IV Services - 199 PIC 11 - Instructional Services - 23-6239 - \$100, Substitutes Support Staff - 199 PIC 11 - Instructional Services - 23-6112 - \$200, Misc Contract Services - 211 - Title I, Part A - 13-6299 - \$250, Extra Duty Professional - 211 - Title I, Part A - 11-6116 - \$1, Region IV Principal - 211 - Title I, Part A - 23-6239 - \$1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student achievement in core content areas: reading, writing, math, science, social studies</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Content Leaders Teacher Teams</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies and Materials - 211 - Title I, Part A - 11-6399 - \$2,000, Supplies-Office - 199 PIC 99 - Undistributed - 23-6399 - \$500, Other Contract Maintenance/Repairs - 199 PIC 99 - Undistributed - 11-6249 - \$350, Other Reading Materials - At Risk - 199 PIC 30 - At Risk School Wide SCE - 11-6329 - \$1,000, Other Supplies - Library - 199 PIC 11 - Instructional Services - 12-6399 - \$1,000, Misc Operating Expense - 199 PIC 99 - Undistributed - 23-6499 - \$500, Supplies At Risk - 199 PIC 30 - At Risk School Wide SCE - 11-6399 - \$2,160</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June

<b>Strategy 4:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement in core content areas: reading, writing, math, science, social studies  <b>Staff Responsible for Monitoring:</b> Admin Team Content Leaders Teacher Teams	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 5:</b> 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  <b>Strategy's Expected Result/Impact:</b> Increased student achievement in core content areas: reading, writing, math, science, social studies  <b>Staff Responsible for Monitoring:</b> Admin Team Content Leaders Teacher Teams  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 6:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement in core content areas: reading, writing, math, science, social studies Increased language proficiency as measured by TELPAS  <b>Staff Responsible for Monitoring:</b> Admin Team Content Leaders Teacher Teams  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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  <b>Funding Sources:</b> Transportation - 211 - Title I, Part A - 11-6494 - \$5,155.14, Software - 211 - Title I, Part A - 11-6397 - \$3,000, Student Transportation - 199 PIC 11 - Instructional Services - 11-6494 - \$2,000, Other Payroll Payments - 199 PIC 11 - Instructional Services - 11-6116 - \$1,500, Supplies - SpEd - 199 PIC 23 - Special Education - 11-6399 - \$450, Software - 199 PIC 11 - Instructional Services - 11-6397 - \$100, Student Travel - 199 PIC 11 - Instructional Services - 11-6412 - \$400, Overtime - 199 PIC 11 - Instructional Services - 23-6121 - \$400, Extra Duty - 211 - Title I, Part A - 13-6116, 13-6146, 31-6142, 31-6116 - \$4	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<b>Strategy 7:</b> [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 inter <b>Strategy's Expected Result/Impact:</b> Increased student achievement in core content areas: reading, writing, math, science, social studies Increased language proficiency as measured by TELPAS <b>Staff Responsible for Monitoring:</b> Admin Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> 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 <b>Funding Sources:</b> STAFF - 199 PIC 11 - Instructional Services - 11-6119, 11-6141, 11-6142, 11-6143, 11-6146 - \$13,231, STAFF - 211 - Title I, Part A - 11-6119, ``-6121, 11-6125, 11-6129, 11-6141, 11-6142, 11-6143, 11-6146 - \$184,674	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

**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 2021, the % of Housman Elementary School students who feel connected as both individuals and learners will increase by at least 2 points.



2019-20: Not Rated due to COVID


2018-19: School Climate - 60%







2017-18: School Climate - 58%

**Evaluation Data Sources:** Panorama Student Survey

**Summative Evaluation:** Significant progress made toward meeting Objective

<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased student connectedness, improved academic outcomes, and fewer office referrals  <b>Staff Responsible for Monitoring:</b> Admin Team Student Culture Team Counselor  <b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Students and teachers will participate in Community Circles in classrooms to strengthen school connectedness. Community circles may require instructional materials, supplies, and/or technology.  <b>Strategy's Expected Result/Impact:</b> Increased student connectedness, improved academic outcomes, and fewer office referrals  <b>Staff Responsible for Monitoring:</b> Admin Team Teachers Student Culture Team CIS Partnership  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p><b>Strategy 3:</b> Professional Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be 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> <p><b>Strategy's Expected Result/Impact:</b> Increased student connectedness, improved academic outcomes, and fewer office referrals</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Teachers Student Culture Team CIS Partnership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Substitutes - 199 PIC 11 - Instructional Services - 33-6112 - \$150</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student connectedness, improved academic outcomes, and fewer office referrals</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Teacher Teams House Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June




<b>Strategy 5:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased student/family connectedness, improved academic outcomes, and fewer office referrals  <b>Staff Responsible for Monitoring:</b> Admin Team Teacher Teams Student Culture Team  <b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>Funding Sources:</b> Overtime, Extra Duty - 211 - Title I, Part A - 61-6121, 61-6125, 61-6129, 61-6141, 61-6142, 61-6143, 61-6146 - \$844, Technology - 211 - Title I, Part A (FBG20 Carryover) - 61-6398 - \$2,676, Misc Operating Expense - Family - 199 PIC 11 - Instructional Services - 61-6499 - \$500, Supplies and Materials - 199 PIC 11 - Instructional Services - 61-6399 - \$296, Supplies and Materials - 199 PIC 11 - Instructional Services - 11-6399 - \$500, Student Travel - 199 PIC 11 - Instructional Services - 11-6412 - \$1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 6:</b> 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  <b>Strategy's Expected Result/Impact:</b> Increased student/family connectedness and improved academic outcomes  <b>Staff Responsible for Monitoring:</b> Admin Team Teacher Teams Student Culture Team  <b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<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

**Summative Evaluation:** Significant progress made toward meeting Objective

<b>Strategy 1:</b> 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.  <b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Students and teachers will participate in Community Circles in classrooms to strengthen school connectedness. Community circles may require instructional materials, supplies, and/or technology.	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 3:</b> Professional Learning: Faculty will continuously engage in professional development and professional learning that align to student social-emotional needs.  <b>Strategy's Expected Result/Impact:</b> Increased student connectedness, fewer office referrals  <b>Staff Responsible for Monitoring:</b> Admin Team Student Culture Team Counselor Teacher Teams  <b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>Funding Sources:</b> Misc Contract Services & Operating Expenses - 211 - Title I, Part A - 31-6299, 61, 6299, 31-6499 - \$3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June






<b>Strategy 4:</b> Character Strong: Character Strong will be implemented based on district guidance and curriculum provided. <b>Strategy's Expected Result/Impact:</b> Increased student connectedness, fewer office referrals <b>Staff Responsible for Monitoring:</b> Admin Team Student Culture Team Counselor Teacher Teams <b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 5:</b> Resources: Provide resources to facilitate responsive teaching based on student needs to support social-emotional learning and growth. Resources needed may include books [Spanish and English], teacher professional books, supplies and materials, digital and technology resources. <b>Strategy's Expected Result/Impact:</b> Increased student connectedness, fewer office referrals <b>Staff Responsible for Monitoring:</b> Admin Team Student Culture Team <b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Other Reading Materials Parents - 211 - Title I, Part A - 61-6329 - \$1, Supplies and Materials - 211 - Title I, Part A - 11-6399, 61-6399 - \$1,500, Supplies - Counselor - 211 - Title I, Part A - 31-6399 - \$400	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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

**Summative Evaluation:** Some progress made toward meeting Objective







<b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Administrators	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit. <b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits. <b>Staff Responsible for Monitoring:</b> Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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

**Summative Evaluation:** Significant progress made toward meeting Objective






<b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> 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. <b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by September 1st. <b>Staff Responsible for Monitoring:</b> Administrators	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually and train staff at the start of each school year. <b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. <b>Staff Responsible for Monitoring:</b> Administrators Safety Committee <b>Funding Sources:</b> Supplies - Clinic - 199 PIC 99 - Undistributed - 33-6399 - \$600	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<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)

**Summative Evaluation:** Significant progress made toward meeting Objective

<b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money. <b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders. <b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant <b>Title I Schoolwide Elements:</b> 3.1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<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	2	Misc Contract Services	11-6299	\$250.00
1	1	2	Employee Travel	13-6411	\$500.00
1	1	3	Magazines and Periodicals	11-6325	\$100.00
1	1	6	Extra Duty	11-6116	\$5,962.00
1	2	2	Misc Contract Services	11-6299	\$250.00
1	3	2	Substitutes	11-6122	\$3,185.00
1	3	2	Misc Operating Expense	11-6499	\$500.00
1	3	2	Employee Travel	23-6411	\$150.00
1	3	2	Substitutes - Support Staff	11-6122	\$299.00
1	3	2	Other Reading Materials	12-6329	\$250.00
1	3	2	Region IV Services	23-6239	\$100.00
1	3	2	Substitutes Support Staff	23-6112	\$200.00
1	3	3	Other Supplies - Library	12-6399	\$1,000.00
1	3	6	Student Transportation	11-6494	\$2,000.00
1	3	6	Other Payroll Payments	11-6116	\$1,500.00
1	3	6	Software	11-6397	\$100.00
1	3	6	Student Travel	11-6412	\$400.00
1	3	6	Overtime	23-6121	\$400.00
1	3	7	STAFF	11-6119, 11-6141, 11-6142, 11-6143, 11-6146	\$13,231.00
2	1	3	Substitutes	33-6112	\$150.00
2	1	5	Misc Operating Expense - Family	61-6499	\$500.00
2	1	5	Supplies and Materials	61-6399	\$296.00
2	1	5	Supplies and Materials	11-6399	\$500.00
2	1	5	Student Travel	11-6412	\$1.00
<b>Sub-Total</b>					\$31,824.00
<b>Budgeted Fund Source Amount</b>					\$31,824.00

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference \$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	Supplies - SpEd	11-6399	\$450.00
					Sub-Total \$450.00
					Budgeted Fund Source Amount \$450.00
					+/- Difference \$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Substitutes	11-6112	\$1,000.00
1	1	4	Other Reading Materials	11-6329	\$500.00
1	2	4	Supplies	11-6399	\$2,000.00
1	2	4	Other Reading Materials	11-6329	\$500.00
1	2	6	Supplies	11-6399	\$1,160.00
					Sub-Total \$5,160.00
					Budgeted Fund Source Amount \$5,160.00
					+/- Difference \$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies At Risk	11-6399	\$2,000.00
1	1	3	Other Reading Materials At Risk	11-6329	\$1,000.00
1	2	3	Supplies At Risk	11-6399	\$2,000.00
1	2	3	Other Reading Materials At Risk	11-6329	\$1,000.00
1	3	3	Other Reading Materials - At Risk	11-6329	\$1,000.00
1	3	3	Supplies At Risk	11-6399	\$2,160.00
					Sub-Total \$9,160.00
					Budgeted Fund Source Amount \$9,160.00
					+/- Difference \$0.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies and Materials	11-6399	\$3,371.00
1	3	2	Dues	23-6495	\$800.00
1	3	3	Supplies-Office	23-6399	\$500.00
1	3	3	Other Contract Maintenance/Repairs	11-6249	\$350.00
1	3	3	Misc Operating Expense	23-6499	\$500.00
3	2	2	Supplies - Clinic	33-6399	\$600.00
Sub-Total					\$6,121.00
Budgeted Fund Source Amount					\$6,121.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Misc Contract Services	23-6299	\$100.00
1	1	1	Misc Contract Services	11-6299	\$1.00
1	1	2	Region IV	13-6239	\$100.00
1	1	2	Substitutes	11-6112	\$300.00
1	1	2	Region IV Principal	23-6239	\$1.00
1	1	2	Misc Contract Services	13-6299	\$250.00
1	1	3	Supplies and Materials	11-6399	\$4,131.00
1	1	3	Other Reading Materials	11-6329	\$500.00
1	1	5	Software	11.6329	\$1,675.00
1	1	6	Extra Duty	11-6116	\$2,049.00
1	1	6	Software	11-6397	\$2,000.00
1	2	1	Misc Contract Services	23-6299	\$100.00
1	2	2	Region IV	13-6239	\$150.00
1	2	2	Substitutes	11-6112	\$2,401.00
1	2	3	Supplies and Materials 11-9-2020	11-6399	\$1,844.86
1	2	3	Supplies and Materials	11-6399	\$325.00
1	3	1	Misc Contract Services	23-6299	\$200.00
1	3	2	Substitutes	11-6112	\$400.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Employee Travel, Misc. Operating Expense - Webinar	13-6411, 23-6411, 13-6499, 23-6499	\$4.00
1	3	2	Misc Contract Services	13-6299	\$250.00
1	3	2	Extra Duty Professional	11-6116	\$1.00
1	3	2	Region IV Principal	23-6239	\$1.00
1	3	3	Supplies and Materials	11-6399	\$2,000.00
1	3	6	Transportation	11-6494	\$5,155.14
1	3	6	Software	11-6397	\$3,000.00
1	3	6	Extra Duty	13-6116, 13-6146, 31-6142, 31-6116	\$4.00
1	3	7	STAFF	11-6119, ``-6121, 11-6125, 11-6129, 11-6141, 11-6142, 11-6143, 11-6146	\$184,674.00
2	1	5	Overtime, Extra Duty	61-6121, 61-6125, 61-6129, 61-6141, 61-6142, 61-6143, 61-6146	\$844.00
2	2	3	Misc Contract Services & Operating Expenses	31-6299, 61, 6299, 31-6499	\$3.00
2	2	5	Other Reading Materials Parents	61-6329	\$1.00
2	2	5	Supplies and Materials	11-6399, 61-6399	\$1,500.00
2	2	5	Supplies - Counselor	31-6399	\$400.00
<b>Sub-Total</b>					\$214,365.00
<b>Budgeted Fund Source Amount</b>					\$214,365.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Other Reading Materials	6329	\$12,955.76
1	1	1	Other Reading Materials	23-6329	\$500.70
1	1	3	Technology	11.6398	\$895.00
1	1	3	Reading Materials	11-6329	\$9,000.00
1	1	3	Software	6397	\$3,500.00
1	2	3	Other Reading Materials	11-6329	\$3,325.00
1	2	3	Supplies and Materials	11.6399	\$24,636.54
2	1	5	Technology	61-6398	\$2,676.00
<b>Sub-Total</b>					\$57,489.00

211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$57,489.00
+/- Difference					\$0.00
276 Instructional Continuity Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,649.00
+/- Difference					\$6,649.00
Grand Total					\$324,569.00

# Addendums