

Spring Branch Independent School District

Hollibrook Elementary School

2020-2021 Campus Improvement Plan



Mission Statement

Hollibrook Hornets work hard to create a safe and positive environment to achieve excellence in teaching and learning for ALL, through collaboration

Vision

Our vision is to empower staff and students to excel in high levels of academic achievement, leadership and innovative use of technology.

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

There have been no major changes in our enrollment profile with the exception of an increase in recent immigrant students enrolling over the past three years. Hollibrook's student profile continues to be represented by 99% Hispanic students with the remaining 1% distributed between African Americans, American Indian, or two or more other races. A little over 98% of our students are economically disadvantaged and 94% are LEP. Most of our students (94%) are at-risk and we have on the average a 20% mobility rate which is a slight increase from last year. We have a high number of homeless students (87 students) and the highest number of newcomers (138 students).

Demographics Strengths

The LEP and mobility percentages have increased their previous levels.

Most students attending Hollibrook Elementary, come from one ethnic group. We focus on instruction that allows all students to continue learning in their first language (Spanish) as they transition into their second language (English).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Academic progress made has not reached campus wide goals and ELA teachers are not meeting their individual student academic goals.

Root Cause: Demographics of low SES is 99%, mobility rate 20%, At risk 94%, and Hispanic population is 98%

Problem Statement 2 (Prioritized): Lack of parental engagement and support . **Root Cause:** Parents have limited schooling, are monolingual Spanish, and lack the knowledge of the US education system.

Problem Statement 3 (Prioritized): Students lack foundational literacy building blocks that impact reading progress **Root Cause:** Language barriers, social economic challenges (LOW SES 99%), Homeless Status (19 students), Recent Immigrant Status (newcomers 150), and a mobility rate of 20%

Problem Statement 4 (Prioritized): Limited cultural expectations are a barrier for students advancements **Root Cause:** Families in our community do not see a need for higher education which increases the difficulties of reaching students' full potential. Traumatic experiences that students have faced during COVID quarantine.

Problem Statement 5 (Prioritized): Teacher instructional quality, efficacy, and skills vary across campus as shown in student performance data **Root Cause:** Teachers learning new curriculum and instructional techniques. Diverse years of teaching experience and lack of bilingual teachers available.

Problem Statement 6 (Prioritized): In 2020 Reading STAAR Release assessments grades 3rd-5th, student performance increased from 53% to 56% meeting minimum standards (Approaches), however not meeting campus yearly goals. **Root Cause:** 20% Student Mobility creates additional academic challenges for teachers. 82 newcomers increased challenges such as lack of previous formal educational foundations.

Problem Statement 7 (Prioritized): On 2020 Writing 4th grade STAAR release, student performance increased from 38% to 51% of students meeting minimum standard (Approaches). **Root Cause:** New curriculum implementation combined with lack of student readiness for the writing domain. 82 newcomers increased challenges such as lack of previous formal educational foundations.

Problem Statement 8 (Prioritized): Reading levels do not reflect adequate growth in 2nd Language acquisition. **Root Cause:** Students lack of formal education in their native language delays the process of transfer to the 2nd language.

Problem Statement 9 (Prioritized): Families struggle to pay rent and keep food on the table. The stress in many homes is higher because parents do not know if they will have money to pay next month's rent. **Root Cause:** COVID quarantines are not allowing parents to find work

Student Learning

Student Learning Summary

In 2016-2017 and 2017-2018 Hollibrook met all 4 indexes for State Accountability. In 2018-2019 Hollibrook met accountability standards, earned a distinction, and achieved an overall B rating.

Since Hollibrook is a homogeneous ethnic and socioeconomic group, there is little to no gap between the performance of the whole group and sub-groups. We do not see a bigger gap between genders and the LEP population.

Hollibrook's English learner student performance data indicates student percentages are comparable to district averages.

Student Learning Strengths

Hollibrook Elementary has shown improvement in all content areas for three consecutive years.

Students attendance has increased from 95.60% to 96.9%.

Reading 18-19 61% to 2019-2020 RS 51%

Math 18-19 87% to 2019-2020 RS 53%

Writing 18-19 57% to 2019-2020 RS 51%

Science 18-19 74% to 2019-2020 RS N/A due to COVID quarantine

English acquisition continues to increase as seen in TELPAS scores.

Students are making progress through Tier 3 interventions provided by Interventionist and Small Group Tier 2 interventions made by classroom teachers.

Problem Statements Identifying Student Learning Needs

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School Processes & Programs

School Processes & Programs Summary

In 2019-2020, teacher performance on TTESS increased 95% of teachers scored proficient or above on the TTESS Appraisal Tool. Percentage of teachers at "Developing" level decreased by 3%. Teacher "Accomplished" level increased by 15% and "Distinguished" level increased 2%.

Time was used during Hornet Huddles on a 6 day rotation from 7:30 - 9:00 for teachers to meet and plan, write common assessments, analyze student performance data, and/or attend professional development. The backwards planning method was utilized for assessments and planning. Teacher facilitators and principals led the discussions with teams during Hornet Huddles for intentionality. The administrators attended grade level Hornet Huddles and planning periods in PK-5th to support planning and instruction. In Reading instruction, best practices were implemented to ensure strategies that produce more than 1 years growth according to Hattie's effect size.

School Processes & Programs Strengths

- A lot of support is provided to all grade levels in the form of interventionists, teacher facilitators and the administrative staff.
- Team planning expectations are put into place to unpack the TEKS, create rigorous lesson plans driven by data, and embrace collaboration among all team members that include best practices delivering instruction.
- Staff development and training takes place during faculty meetings and Hornet Huddles.
- Extended planning time is allocated for each team every 6 days (Hornet Huddles).
- Second, third, fourth and fifth grade levels are departmentalized to draw on the strengths of the teachers.
- Administrative presence at all planning meetings is critical to the success.
- LEP Assistants' schedule has been created to support the needs of all students.
- Access to Professional Development and vast amounts of resources are available to teachers.
- Team and Family school culture
- Administrative presence during planning kept a strong focus on teaching, learning, and helped maximize instructional time
- New curriculum was rolled out for Reading and Writing.
- Effective implementation of John Seidlitz's training to address successful EL instructional strategies. (Seven Habits of Highly Effective Language Learners and 38 Vocabulary Building Strategies) This provides teachers with strategies that can be incorporated across curriculum.
- Grade levels made progress on the Professional Learning Community process. In regards to data analysis, instruction and TEKS study to design lessons to fill gaps and further student success.

Perceptions

Perceptions Summary

All 3rd-5th Grade students took Panorama survey in the fall of 2019. Parents were given a survey related to COVID-19 by the school district., Teachers did not have an opportunity to take the survey due to COVID-19.

a**STUDENTS**asSchool belonging a 78%

- School climate 78%
- School rigor expectations 80%
- School safety 68%
- school teacher-student relationships 83%

FAMILIES (57 Parents)

COVID Survey

- *Social Emotional* 70%
- *Learning* 32%
- *Technology Access* 63%
- *Internet Access* 21%

2019-2020 Fall - We were unable to complete survey due to COVID quarantines.

Perceptions Strengths

Common school expectations have been put into place to help with school culture and climate. Project Class continues to be utilized for a school-wide implementation and weekly support was provided from the program. This provided a norm of common expectations for all students and staff to follow.

SEL lessons were provided to all students following the district curriculum and also provided lessons based on the needs of the students.

Communication with parents increased due to the use of Class Dojo.

Hornet Camp lessons given at the beginning of the year set the foundation for a positive school culture and clear expectations.

We have maintained the Parent Teacher Association (PTA) for Hollibrook Elementary. We offer monthly Coffee with the Principal/Counselor, Hispanic Literacy classes, Ready

Rosie for PK parents, and monthly Family Library Night. In addition, we have parent representatives from our community on the Campus Improvement Team (CIT) to provide their valuable perspective. Mentors from Memorial Drive United Methodist Church are present on our campus approximately once a week and meet one on one with identified students. Support is also provided for all parents in acquiring Class Dojo app on their phones to stay in communication with teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Limited cultural expectations are a barrier for students advancements **Root Cause:** Families in our community do not see a need for higher education which increases the difficulties of reaching students' full potential. Traumatic experiences that students have faced during COVID quarantine.

Problem Statement 2 (Prioritized): Families struggle to pay rent and keep food on the table. The stress in many homes is higher because parents do not know if they will have money to pay next month's rent. **Root Cause:** COVID quarantines are not allowing parents to find work

Priority Problem Statements

Problem Statement 1: Academic progress made has not reached campus wide goals and ELA teachers are not meeting their individual student academic goals.

Root Cause 1: Demographics of low SES is 99%, mobility rate 20%, At risk 94%, and Hispanic population is 98%

Problem Statement 1 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Demographics - Student Learning

Problem Statement 2: Lack of parental engagement and support .

Root Cause 2: Parents have limited schooling, are monolingual Spanish, and lack the knowledge of the US education system.

Problem Statement 2 Areas: Demographics - Student Achievement - Parent and Community Engagement - Demographics - Student Learning

Problem Statement 3: Students lack foundational literacy building blocks that impact reading progress

Root Cause 3: Language barriers, social economic challenges (LOW SES 99%), Homeless Status (19 students), Recent Immigrant Status (newcomers 150), and a mobility rate of 20%

Problem Statement 3 Areas: Demographics - Student Achievement - Demographics - Student Learning

Problem Statement 4: Limited cultural expectations are a barrier for students advancements

Root Cause 4: Families in our community do not see a need for higher education which increases the difficulties of reaching students' full potential. Traumatic experiences that students have faced during COVID quarantine.

Problem Statement 4 Areas: Demographics - Student Achievement - School Culture and Climate - Parent and Community Engagement - Demographics - Student Learning - Perceptions

Problem Statement 5: Teacher instructional quality, efficacy, and skills vary across campus as shown in student performance data

Root Cause 5: Teachers learning new curriculum and instructional techniques. Diverse years of teaching experience and lack of bilingual teachers available.

Problem Statement 5 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 6: In 2020 Reading STAAR Release assessments grades 3rd-5th, student performance increased from 53% to 56% meeting minimum standards (Approaches), however not meeting campus yearly goals.

Root Cause 6: 20% Student Mobility creates additional academic challenges for teachers. 82 newcomers increased challenges such as lack of previous formal educational foundations.

Problem Statement 6 Areas: Demographics - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 7: On 2020 Writing 4th grade STAAR release, student performance increased from 38% to 51% of students meeting minimum standard (Approaches).

Root Cause 7: New curriculum implementation combined with lack of student readiness for the writing domain. 82 newcomers increased challenges such as lack of previous formal educational foundations.

Problem Statement 7 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 8: Reading levels do not reflect adequate growth in 2nd Language acquisition.

Root Cause 8: Students lack of formal education in their native language delays the process of transfer to the 2nd language.

Problem Statement 8 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 9: Families struggle to pay rent and keep food on the table. The stress in many homes is higher because parents do not know if they will have money to pay next month's rent.

Root Cause 9: COVID quarantines are not allowing parents to find work

Problem Statement 9 Areas: Demographics - Student Achievement - Parent and Community Engagement - Demographics - Student Learning - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2021, Hollibrook Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 3 points at each performance level (approaches, meets, masters).


2019-20: Not Rated due to COVID

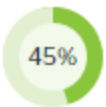






2018-19: Reading: 62% (approaches), 26% (meets), 11% (masters); Math: 88% (approaches), 52% (meets), 27% (masters)

2017-18: Reading: 56% (approaches), 25% (meets), 9% (masters); Math: 80% (approaches), 43% (meets), 20% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Instructional framework for Reading that focuses on strategies that have an effect of more than 1 years growth (Hattie's Effect Size) such as small groups for tier 2 and tier 3 interventions based on data. Strategy's Expected Result/Impact: Teacher efficacy with increased student achievement in reading and math. Staff Responsible for Monitoring: Teachers Administrators MCL2 Interventionists Counselor CIS Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 60%			

Strategy 2: Utilize campus-wide status of the class to monitor student progress across multiple measures of data. Meetings to discuss individual students in classrooms will take place after each benchmark. Strategy's Expected Result/Impact: Identify students who are in need of Tier 2 or Tier 3 intervention Assisting with progress monitoring that leads to student identification of special support services. Staff Responsible for Monitoring: Teachers Administrators MCL2 Interventionists Counselor CIS Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: SSCs will be held to discuss student needs and concerns. Intervention plans will be designed to close academic gaps and committees will make decisions if further testing is needed. This will help us focus on appropriate interventions and a more effective way to close gaps. Strategy's Expected Result/Impact: Timely proper services given to students. Proper identification of student needs and accommodations. Students will be placed in their appropriate programs with the appropriate support for growth. Staff Responsible for Monitoring: Teachers Administrators MCL2 Interventionists Counselor CIS Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: 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
Strategy 4: Provide opportunities for learning outside of the classroom through study trips, visits to higher education institutes, and presentations on campus. Strategy's Expected Result/Impact: Students will benefit from life long experiences that can help them make connections for reading and writing activities. Staff Responsible for Monitoring: Team Leaders Classroom Teachers MCL2 Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: TRANSPORTATION - 199 PIC 11 - Instructional Services - 11.6494 - \$2,000, TRANSPORTATION - 211 - Title I, Part A - 11.6494 - \$4,000, STUDENT TRAVEL - 211 - Title I, Part A - 11.6412 - \$3,500, STUDENT TRAVEL - 199 PIC 11 - Instructional Services - 11.6412 - \$2,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: GAP-CLOSING: By June 2021, Hollibrook 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 3 percentage points for English Learners.



2019-20: Not Rated due to COVID


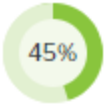




2018-19: English Learners 24%; non-English Learners 54%

2017-18: English Learners 25%; non-English Learners 51%

Evaluation Data Sources: State Accountability Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1: Create schedules in Pk-2nd grade that include English instruction with language acquisition strategies that allow yearly growth on TELPAS. Strategy's Expected Result/Impact: Increase TELPAS proficiency levels Close the performance gaps between ELLs and "ALL" populations. Data will show growth of 3% in the composite score. Staff Responsible for Monitoring: Teachers Administrators MCL2 Interventionists Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Small group instruction focused on Proficiency Level Descriptors in order to increase the development of the second language in every grade level. Strategy's Expected Result/Impact: Increased listening, speaking, writing, and reading domains in TELPAS. Increase reading comprehension in grade level text. Staff Responsible for Monitoring: Teachers Administrators MCL2 Interventionists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 3: Provide tutorial sessions after school that promote language transfer based on the objectives students are learning in their first language during the school day. Strategy's Expected Result/Impact: Increase the number of students taking state assessments in English by 3%. Staff Responsible for Monitoring: Teachers Administrators MCL2 Interventionists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: PARENT LIAISON - TRS - 211 - Title I, Part A - 61.6146 - \$206, PARENT LIAISON - 211 - Title I, Part A - 61.6121 - \$2,000, PARENT LIAISON - MEDICARE - 211 - Title I, Part A - 61.6141 - \$29, PROFESSIONAL SALARY - EXTRA DUTIES - 211 - Title I, Part A - 11.6116 - \$20,000, PROFESSIONAL SALARY - MEDICARE - 211 - Title I, Part A - 11.6141 - \$290, PARENT LIAISON - WC - 211 - Title I, Part A - 61.6143 - \$13, PROFESSIONAL SALARY - WC - 211 - Title I, Part A - 11.6143 - \$128, PROFESSIONAL SALARY - TRS - 211 - Title I, Part A - 11.6146 - \$2,060	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Provide an interventionist during the school day solely for newcomers to close academic and linguistic gaps throughout the year. Strategy's Expected Result/Impact: Increase English proficiency for Newcomers year 1, Year 2, year 3, and year 4 in all linguistic domains. Staff Responsible for Monitoring: Teachers Administrators MCL2 Interventionists Funding Sources: INTERVENTIONIST - STIPEND - 211 - Title I, Part A - 11.6119 - \$3,000, INTERVENTIONIST SALARY - 211 - Title I, Part A - 11.6119 - \$138,681, INTERVENTIONIST - TRS - 211 - Title I, Part A - 11.6146 - \$14,593, INTERVENTIONIST - MEDICARE - 211 - Title I, Part A - 11.6141 - \$2,054, INTERVENTIONIST - INSURANCE - 211 - Title I, Part A - 11.6142 - \$3,207, INTERVENTIONIST - WC - 211 - Title I, Part A - 11.6141 - \$905	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: STUDENT GROWTH: By June 2021, Hollibrook 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 3 points, Math (K-5) increase by 3 points.

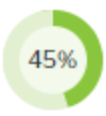
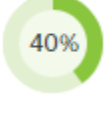




2019-20: Not Rated due to COVID

2018-19: Reading - 47% met CGI; Math - 55 % met CGI

2017-18: Not Applicable

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1: Provide MAP training for teachers during Hornet Huddle/PLC times. This will support effective MAP program use along with the use of MAP SKILLS that assists with program practice and academic skill deficiencies. Strategy's Expected Result/Impact: Increase MAP academic achievement results by 3% Staff Responsible for Monitoring: Teachers Administrators MCL2 Interventionists Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Students will track their MAP Progress toward individual goals for all content areas. Student/teacher conferences will be held to discuss academic progress and set new goals. Strategy's Expected Result/Impact: Increase MAP Benchmark Scores. Student self identify academic needs. Teachers monitor progress. This will result in a 3% increase on MAP scores. Staff Responsible for Monitoring: Teachers Administrators MCL2 Interventionists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Every Hollibrook 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 Hollibrook Elementary who feel connected as both individuals and learners will increase by at least 3 points.



2019-20: Not Rated due to COVID


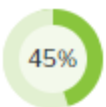





2018-19: School Climate- 95%

2017-18: School Climate - 84%

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Consistently implement Project Class strategies school-wide. Strategy's Expected Result/Impact: Decreased discipline issues that create a safe environment for students Instructional time will be maximized with set systems and procedures Staff Responsible for Monitoring: Teachers Administrators MCL2 Interventionists Counselor CIS Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Hornet Camp lessons at the beginning of year that teach students about all campus-wide procedures and expectations in all common areas and classrooms. Strategy's Expected Result/Impact: Clear school-wide procedures and expectations that promote a comfortable learning environment. Staff Responsible for Monitoring: Teachers Administrators MCL2 Interventionists Counselor CIS Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3: Mentoring program for students who are at-risk of failing. Mentors will meet regularly with their mentee to build a positive relationship by engaging in ongoing activities throughout the school year. Strategy's Expected Result/Impact: Fulfill Social emotional needs in all students. Staff Responsible for Monitoring: Counselor CIS Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Parent events that are held throughout the school year to promote school connectedness. Strategy's Expected Result/Impact: Increase student beliefs that adults and staff in the school care about their learning as well as about them as individuals Staff Responsible for Monitoring: Teachers Administrators MCL2 Interventionists Counselor CIS Parents Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: CUSTODIANS - TRS - 199 PIC 99 - Undistributed - 51.6146 - \$52, Custodians OT - 199 PIC 99 - Undistributed - 51.6121 - \$500, SUPPLIES & MATERIALS - 211 - Title I, Part A - 61.6399 - \$2,000, CUSTODIANS - WC - 199 PIC 99 - Undistributed - 51.6143 - \$3, SNACKS - MISC EXPENSES - 211 - Title I, Part A - 61.6499 - \$1,557 , CUSTODIANS - MEDICARE - 199 PIC 99 - Undistributed - 51.6141 - \$7	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Continue to promote the use of Class Dojo by supporting parents with technical support in order to maintain parent/teacher communication. Strategy's Expected Result/Impact: Increase parental awareness of student progress Student academic needs are met at home through homework help Parents, staff, and students Build a relationship with all stakeholders Staff Responsible for Monitoring: Teachers Administrators MCL2 Interventionists Counselor CIS Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 2:

STUDENT SUPPORT. Every Hollibrook 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: Some progress made toward meeting Objective







Strategy 1: Provide professional development based on level of expertise and need in the following areas: -Bully Prevention -Classroom Violence/Conflict resolution -No Place for Hate -CSHAC -PBIS/Project Class/Hornet Camp Lessons -Developmental Assets Strategy's Expected Result/Impact: Professional discussions through PBIS and CSHAC will address behavior issues and best practices of the above mentioned topics will be shared with all teachers quarterly. Staff Responsible for Monitoring: Counselor, CSHAC Coordinator, CIS, PBIS Coordinator Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies & Materials - 199 PIC 99 - Undistributed - 31.6399 - \$300	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
<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: Significant progress made toward meeting Objective











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 ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
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 ESF Levers: Lever 3: Positive School Culture	Reviews			
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<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: Met Objective


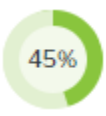
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
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 ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



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

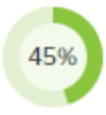
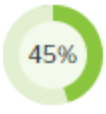
Performance Objective 1: Meet all compliance timelines and reporting requirements.


Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually) and Implementation of strategies.

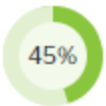
Summative Evaluation: Significant progress made toward meeting Objective

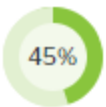
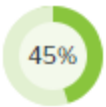



<p>Strategy 1: Develop/strengthen/monitor teacher capacity by grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing as expected" and "Advanced Development" categories in Reading. All classrooms will have balanced literacy components present and teachers will plan and execute guided reading by student DRA/EDL levels. In addition, teachers will tutor all students PK-5 who are below grade level in Reading. Professional development and coaching will be provided to teachers to strengthen knowledge and implementation of the following: - Balanced Literacy- Guided reading- comprehension toolkit- Word study and vocabulary enrichment- Figure 19 (TEKS)- Genre studies- Project-based learning and other resources.</p> <p>Strategy's Expected Result/Impact: Improve Academic skills for students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Classroom Teachers Interventionists MCL'S</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: READING MATERIALS - 211 - Title I, Part A - 11.6329 - \$500, READING MATERIALS - 199 PIC 99 - Undistributed - 12.6329 - \$1,000, READING MATERIALS - 211 - Title I, Part A - 13.6329 - \$500, READING MATERIALS - 199 PIC 25 - ESL/Bilingual - 11.6329 - \$1,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Conduct annual program evaluation (SPED, G/T, LEP, ESL) utilizing student performance data to review and revise program as needed.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CIT</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
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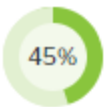


<p>Strategy 3: Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation/intervention via supplement materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students identified.</p> <p>Students will receive tutoring and intervention during and after school based on academic performance and learning needs.</p> <p>Strategy's Expected Result/Impact: Effective implementation of the RTI program for the students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, MCL2, Interventionists, CAIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 4: Technology -Provide opportunities and inclusive professional development to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) rigorous curricula, (b) related instructional strategies and are aligned to the Texas Essential Knowledge and skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR).</p> <p>Purchase Technology/Software</p> <p>Full implementation of Istation, Think Through Math. Teachers will utilize e-books with their textbook adoptions and librarian will share best practices on using technology.</p> <p>Strategy's Expected Result/Impact: Provide technology support the students and teachers will need during the school year.</p> <p>Staff Responsible for Monitoring: Librarian, Campus e-trainer</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Technology - 199 PIC 99 - Undistributed - 52.6398 - \$250, SOFTWARE - 211 - Title I, Part A - 11.6397 - \$5,000, SOFTWARE - 211 - Title I, Part A (FBG20 Carryover) - 11.6397 - \$16,500, TECHNOLOGY - 211 - Title I, Part A - 11.6398 - \$1,000, Technology - 199 PIC 99 - Undistributed - 23.6398 - \$2,000</p>	Reviews			
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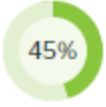




<p>Strategy 5: Special Education- Monitor and evaluate LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities.</p> <p>SPED department works collaboratively with classroom teachers to encourage inclusion and support teachers when students are transitioned to classrooms.</p> <p>Examine state assessment reports to evaluate progress of students with disabilities relative ARD committee recommendations and predictions.</p> <p>SPED students will participate in the benchmarks and assessments with modifications created by SPED teachers. Students will be monitored through classroom matrix.</p> <p>Ensure that SPED staff, building administrators, and counselors are trained on and adhere to SPED timelines and compliance requirements.</p> <p>Strategy's Expected Result/Impact: Provide support for special ed students to receive adequate instruction for a successful academic results</p> <p>Staff Responsible for Monitoring: Campus SPED Teachers, Classroom Teachers, Principal, Assistant Principals, Diagnostician</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: PARAS OT - 199 PIC 23 - Special Education - 11.6121 - \$150, SUPPLIES & MATERIALS - 199 PIC 23 - Special Education - 11.6399.000.105.23 - \$420</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 6: A LEP assistant will be assigned to grade levels Kinder-5th for support during small group instruction. Three MCL teachers and two Interventionists will provide support for teachers and students in grades Kinder-5th for Math and Language Arts.</p> <p>Strategy's Expected Result/Impact: To support students with academic gaps and help teachers develop high rigor lesson plans that support students learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, MCL2, LEP Assistants, Interventionists, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: MCL2 - MEDICARE - 211 - Title I, Part A - 11.6141 - \$1,197, LEP ASSISTANTS - TRS - 211 - Title I, Part A - 11.6146 - \$3,578, MCL2 SALARY AND STIPEND - 211 - Title I, Part A - 11.6119 - \$82,531, LEP ASSISTANTS - WC - 211 - Title I, Part A - 11.6143 - \$222, LEP ASSISTANTS - SALARY - 211 - Title I, Part A - 11.6129 - \$34,736, LEP ASSISTANTS - INSURANCE - 211 - Title I, Part A - 11.6142 - \$3,386, LEP ASSISTANTS - MEDICARE - 211 - Title I, Part A - 11.6141 - \$504, MCL2 - WC - 211 - Title I, Part A - 11.6143 - \$527, MCL2 - INSURANCE - 211 - Title I, Part A - 11.6142 - \$3,200, MCL2 - TRS - 211 - Title I, Part A - 11.6146 - \$8,500.66</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 7: Identity At-risk students; provide them with supplemental services and supplies and materials for the 4 core subjects and monitor progress (including continual English Language development for LEP students).</p> <p>Supplies and materials include: manipulatives for math and science, literacy materials (comprehension toolkit), STAAR support (i.e. motivation series form Mentoring Minds), bilingual materials, portable labs, lab equipment, etc.</p> <p>Computer assisted instruction includes: I station (K-5), Think Through Math (3-5).</p> <p>Strategy's Expected Result/Impact: To provide quality education that guarantee at risk students learning.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Classroom Teachers, Principal Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: FRONT OFFICE COPIER - 199 PIC 11 - Instructional Services - 11.6269 - \$2,500, SUPPLIES & MATERIALS - 199 PIC 99 - Undistributed - 33.6399 - \$500, SUPPLIES & MATERIALS - 199 PIC 99 - Undistributed - 23.6399 - \$10,000, MISC OPERATING EXPENSE - 199 PIC 11 - Instructional Services - 11.6499 - \$50, SUPPLIES & MATERIALS - 199 PIC 99 - Undistributed - 52.6399 - \$400, SUPPLIES & MATERIALS - 199 PIC 30 - At Risk School Wide SCE - 11.6399 - \$11,000, FRONT OFFICE PARAS OT - 199 PIC 99 - Undistributed - 23.6121 - \$1,500, SUPPLIES & MATERIALS - 211 - Title I, Part A (FBG20 Carryover) - \$9,487, SUPPLIES & MATERIALS - 199 PIC 25 - ESL/Bilingual - 11.6399 - \$10,240, TESTING SNACKS - 199 PIC 30 - At Risk School Wide SCE - 11.6499 - \$1,000, PRINTING - 199 PIC 99 - Undistributed - 23.6299 - \$2,000, ADA COPIER - 199 PIC 30 - At Risk School Wide SCE - 11.6269 - \$2,500, CLASSROOM PARAPROFESSIONALS OT - 199 PIC 11 - Instructional Services - 11.6121 - \$500, SUPPLIES & MATERIALS - 199 PIC 11 - Instructional Services - 11.6399 - \$16,032, SUPPLIES & MATERIALS - 211 - Title I, Part A - 11.6399 - \$3,874, PRINTING - NURSE - 199 PIC 99 - Undistributed - 33.6299 - \$500</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 8: TITLE II A- Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * Vertical alignment * Instructional strategies to meet the needs of diverse student populations * Integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content area of ELA, SS, Science, and Math * Strategies of high performing urban schools * Project based learning * Small group instruction * This opportunities for teachers to be coached, attend training/in-service/workshops and/or conferences together with structured follow-up. <p>We will use faculty meetings and PLC's to provide professional development in the areas mentioned above.</p> <p>Strategy's Expected Result/Impact: To provide quality professional development for teachers that will support students' needs.</p> <p>Staff Responsible for Monitoring: Principal, ILT, Teachers, Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: REGION IV - EMPLOYEES - 211 - Title I, Part A - 13.6239 - \$250, TRAVEL - EMPLOYEES - 199 PIC 99 - Undistributed - 13.6411 - \$2,000, TRAVEL - EMPLOYEES - 199 PIC 11 - Instructional Services - 11.6411 - \$500, REGION IV - PRINCIPALS - 211 - Title I, Part A - 23.6239 - \$250, PROJECT CLASS - 211 - Title I, Part A - 13.6299 - \$4,500, TRAVEL - PRINCIPALS - 211 - Title I, Part A - 23.6411 - \$500, MISC OPERATING EXPENSES - 199 PIC 99 - Undistributed - 23.6499 - \$500, TRAVEL - PRINCIPALS - 199 PIC 99 - Undistributed - 23.6411 - \$2,000, TRAVEL - EMPLOYEES - 211 - Title I, Part A - 13.6411 - \$500</p>	Reviews			
	Formative			Summative
	<div>Nov</div> <div>  45% </div>	Jan	Mar	June

<p>Strategy 9: teachers/administration/staff will develop an understanding of the (a) PLC framework and continue participation in professional development in the areas of teaching, learning and leadership for results (b) The process of designing and delivering effective instruction through backwards planning and targeted tiered instruction.</p> <p>Through planning sessions, teachers will collaborate and discuss the framing of lessons that are aligned to TEKS and unit and benchmark assessment</p> <p>Strategy's Expected Result/Impact: Provide teachers with tools that allow them to develop high rigor and well supported lesson plans.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, MCL2, Teachers, Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: 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 - MEDICARE - 199 PIC 11 - Instructional Services - 11.6141 - \$67, SUBS - FRONT OFFICE MEDICARE - 199 PIC 99 - Undistributed - 23.6141 - \$7, SUBSTITUTES - WC - 199 PIC 11 - Instructional Services - 11.6143 - \$30, SUBSTITUTES - TRS - 199 PIC 11 - Instructional Services - 11.6146 - \$479, SUBSTITUTES - 211 - Title I, Part A - 11.6112 - \$2,000, SUBSTITUTES - WC - 211 - Title I, Part A - 11.6143 - \$13, SUBSTITUTES - 199 PIC 11 - Instructional Services - 11.6122 - \$4,655, SUBS - FRONT OFFICE TRS - 199 PIC 99 - Undistributed - 23.6146 - \$50, SUBSTITUTES - MEDICARE - 211 - Title I, Part A - 11.6141 - \$29, SUBSTITUTES - 199 PIC 25 - ESL/Bilingual - 11.6112 - \$2,000, SUBSTITUTES - TRS - 211 - Title I, Part A - 11.6146 - \$204.34, SUBSTITUTES - 199 PIC 11 - Instructional Services - 11.6112 - \$1,000, SUBSTITUTES - FRONT OFFICE - 199 PIC 99 - Undistributed - 23.6122 - \$490, SUBS - FRONT OFFICE WC - 199 PIC 99 - Undistributed - 23.6143 - \$3</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 10: Provide support for new teachers with ongoing mentoring and planning with certified staff. All new teachers to Hollibrook and SBISD will receive a mentor and/or buddy. New teachers will meet with the Lead Mentors once a month for discussion and/or training.</p> <p>Strategy's Expected Result/Impact: To facilitate new teachers adapting to the school and provide the needed resources for the job.</p> <p>Staff Responsible for Monitoring: MCL2, Mentors/Buddies, Lead Mentors, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 11: Recruit and retain highly-qualified staff, defined through state, NCLB and local criteria by establishing a desirable work place and identifying leadership opportunities for them.</p> <p>Principal will participate in recruiting fairs established by SBISD Human Resources. Hollibrook teachers will mentor student teachers and Education students</p> <p>Strategy's Expected Result/Impact: To build teacher capacity in the building</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June

Strategy 12: The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between the community, parents, and the school. Parents will be part of the CIT to ensure community voice is present Strategy's Expected Result/Impact: To develop an open communication and positive environment between the school and the community. Staff Responsible for Monitoring: Principal, CIT Team, MCL2, Assistant Principals Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 13: GIFTED AND TALENTED- Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and Identifying G/T c) Differentiating Curriculum for G/T d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students Teachers are trained to administer planned experiences to all students and to make recommendations for identification of GT students Strategy's Expected Result/Impact: Provide effective instruction for advanced students. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 14: GIFTED AND TALENTED- Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. Discussion during team planning will include differentiated activities at all levels including stretching the learning for GT students. Conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis will be placed on finding and identifying students of color, students living in low SES and those who show great potential but who are difficult to identify as intellectually gifted. The counselor will share information with parents through the school's monthly newsletter and will conduct one meeting to explain G/T during the Fall. Strategy's Expected Result/Impact: Identify GT students to provide adequate education for them. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 15: COORDINATED SCHOOL HEALTH (CSH) AND CIP- Steps to incorporate CSH: 1. Review the school health index completed by CSHAC 2. Identify focus area (s) for campus 3. Choose focus area (s) to place in this area of required elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year a. District five year goal campus survey b. School health index c. SEL/40 development asset survey Strategy's Expected Result/Impact: Provide a healthy environment for students and staff Staff Responsible for Monitoring: Nurse and CSHAC team Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 16: Increase parent participation and attendance at Title I annual meeting (Open House) to share: * Administrators Meet & Greet * Standards and goals * Parent's rights * Curriculum * School report card * Title I participation Offer a flexible number of meetings Strategy's Expected Result/Impact: To provide effective information and develop positive relationships between school and community. Staff Responsible for Monitoring: Principal, Counselor, CIS Workers Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	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	4	TRANSPORTATION	11.6494	\$2,000.00
1	1	4	STUDENT TRAVEL	11.6412	\$2,000.00
4	1	7	FRONT OFFICE COPIER	11.6269	\$2,500.00
4	1	7	MISC OPERATING EXPENSE	11.6499	\$50.00
4	1	7	CLASSROOM PARAPROFESSIONALS OT	11.6121	\$500.00
4	1	7	SUPPLIES & MATERIALS	11.6399	\$16,032.00
4	1	8	TRAVEL - EMPLOYEES	11.6411	\$500.00
4	1	9	SUBSTITUTES - MEDICARE	11.6141	\$67.00
4	1	9	SUBSTITUTES - WC	11.6143	\$30.00
4	1	9	SUBSTITUTES - TRS	11.6146	\$479.00
4	1	9	SUBSTITUTES	11.6122	\$4,655.00
4	1	9	SUBSTITUTES	11.6112	\$1,000.00
Sub-Total					\$29,813.00
Budgeted Fund Source Amount					\$29,813.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	PARAS OT	11.6121	\$150.00
4	1	5	SUPPLIES & MATERIALS	11.6399.000.105.23	\$420.00
Sub-Total					\$570.00
Budgeted Fund Source Amount					\$570.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	READING MATERIALS	11.6329	\$1,000.00
4	1	7	SUPPLIES & MATERIALS	11.6399	\$10,240.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	9	SUBSTITUTES	11.6112	\$2,000.00
Sub-Total					\$13,240.00
Budgeted Fund Source Amount					\$13,240.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7	SUPPLIES & MATERIALS	11.6399	\$11,000.00
4	1	7	TESTING SNACKS	11.6499	\$1,000.00
4	1	7	ADA COPIER	11.6269	\$2,500.00
Sub-Total					\$14,500.00
Budgeted Fund Source Amount					\$14,500.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	CUSTODIANS - TRS	51.6146	\$52.00
2	1	4	Custodians OT	51.6121	\$500.00
2	1	4	CUSTODIANS - WC	51.6143	\$3.00
2	1	4	CUSTODIANS - MEDICARE	51.6141	\$7.00
2	2	1	Supplies & Materials	31.6399	\$300.00
4	1	1	READING MATERIALS	12.6329	\$1,000.00
4	1	4	Technology	52.6398	\$250.00
4	1	4	Technology	23.6398	\$2,000.00
4	1	7	SUPPLIES & MATERIALS	33.6399	\$500.00
4	1	7	SUPPLIES & MATERIALS	23.6399	\$10,000.00
4	1	7	SUPPLIES & MATERIALS	52.6399	\$400.00
4	1	7	FRONT OFFICE PARAS OT	23.6121	\$1,500.00
4	1	7	PRINTING	23.6299	\$2,000.00
4	1	7	PRINTING - NURSE	33.6299	\$500.00
4	1	8	TRAVEL - EMPLOYEES	13.6411	\$2,000.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	8	MISC OPERATING EXPENSES	23.6499	\$500.00
4	1	8	TRAVEL - PRINCIPALS	23.6411	\$2,000.00
4	1	9	SUBS - FRONT OFFICE MEDICARE	23.6141	\$7.00
4	1	9	SUBS - FRONT OFFICE TRS	23.6146	\$50.00
4	1	9	SUBSTITUTES - FRONT OFFICE	23.6122	\$490.00
4	1	9	SUBS - FRONT OFFICE WC	23.6143	\$3.00
Sub-Total					\$24,062.00
Budgeted Fund Source Amount					\$24,062.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	TRANSPORTATION	11.6494	\$4,000.00
1	1	4	STUDENT TRAVEL	11.6412	\$3,500.00
1	2	3	PARENT LIAISON - TRS	61.6146	\$206.00
1	2	3	PARENT LIAISON	61.6121	\$2,000.00
1	2	3	PARENT LIAISON - MEDICARE	61.6141	\$29.00
1	2	3	PROFESSIONAL SALARY - EXTRA DUTIES	11.6116	\$20,000.00
1	2	3	PROFESSIONAL SALARY - MEDICARE	11.6141	\$290.00
1	2	3	PARENT LIAISON - WC	61.6143	\$13.00
1	2	3	PROFESSIONAL SALARY - WC	11.6143	\$128.00
1	2	3	PROFESSIONAL SALARY - TRS	11.6146	\$2,060.00
1	2	4	INTERVENTIONIST - STIPEND	11.6119	\$3,000.00
1	2	4	INTERVENTIONIST SALARY	11.6119	\$138,681.00
1	2	4	INTERVENTIONIST - TRS	11.6146	\$14,593.00
1	2	4	INTERVENTIONIST - MEDICARE	11.6141	\$2,054.00
1	2	4	INTERVENTIONIST - INSURANCE	11.6142	\$3,207.00
1	2	4	INTERVENTIONIST - WC	11.6141	\$905.00
2	1	4	SUPPLIES & MATERIALS	61.6399	\$2,000.00
2	1	4	SNACKS - MISC EXPENSES	61.6499	\$1,557.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	READING MATERIALS	11.6329	\$500.00
4	1	1	READING MATERIALS	13.6329	\$500.00
4	1	4	SOFTWARE	11.6397	\$5,000.00
4	1	4	TECHNOLOGY	11.6398	\$1,000.00
4	1	6	MCL2 - MEDICARE	11.6141	\$1,197.00
4	1	6	LEP ASSISTANTS - TRS	11.6146	\$3,578.00
4	1	6	MCL2 SALARY AND STIPEND	11.6119	\$82,531.00
4	1	6	LEP ASSISTANTS - WC	11.6143	\$222.00
4	1	6	LEP ASSISTANTS - SALARY	11.6129	\$34,736.00
4	1	6	LEP ASSISTANTS - INSURANCE	11.6142	\$3,386.00
4	1	6	LEP ASSISTANTS - MEDICARE	11.6141	\$504.00
4	1	6	MCL2 - WC	11.6143	\$527.00
4	1	6	MCL2 - INSURANCE	11.6142	\$3,200.00
4	1	6	MCL2 - TRS	11.6146	\$8,500.66
4	1	7	SUPPLIES & MATERIALS	11.6399	\$3,874.00
4	1	8	REGION IV - EMPLOYEES	13.6239	\$250.00
4	1	8	REGION IV - PRINCIPALS	23.6239	\$250.00
4	1	8	PROJECT CLASS	13.6299	\$4,500.00
4	1	8	TRAVEL - PRINCIPALS	23.6411	\$500.00
4	1	8	TRAVEL - EMPLOYEES	13.6411	\$500.00
4	1	9	SUBSTITUTES	11.6112	\$2,000.00
4	1	9	SUBSTITUTES - WC	11.6143	\$13.00
4	1	9	SUBSTITUTES - MEDICARE	11.6141	\$29.00
4	1	9	SUBSTITUTES - TRS	11.6146	\$204.34
Sub-Total					\$355,725.00
Budgeted Fund Source Amount					\$355,725.00
+/- Difference					\$0.00

211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	SOFTWARE	11.6397	\$16,500.00
4	1	7	SUPPLIES & MATERIALS		\$9,487.00
Sub-Total					\$25,987.00
Budgeted Fund Source Amount					\$89,271.00
+/- Difference					\$63,284.00
Grand Total					\$463,897.00

Addendums