Spring Branch Independent School District

Bunker Hill Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

At BHE we are committed to providing progressive, meaningful instruction through communication, collaboration and congruent teaching in a caring environment. As a community, we will meet the individual needs of the whole child so that our students are able to take on future challenges and opportunities with confidence.

Vision

School Behavior Expectations:

For the Cafeteria– LIONS

Leave my table clean

Inside Voice

On your bottom

No sharing food

Saving seats is not ok

For Assemblies– PRIDE

Place hands in lap

Respect the speaker

I will sit quietly on my bottom

Direct my attention forward

Enter & exit with a purpose

For the Hallways - PAWS

Polite Hands

Always Stay to the Right

Walk with Purpose

For the Restrooms - ROAR

Respect my restroom

Out in a hurry

Always wash your hands

Respect myself and others

For the Buses - ROAR

Respect myself, others and driver

Only use an inside voice

Always sit on my bottom

Remember my manners

For Carpool - LIONS

Listen for my name

I will watch for my car

Only use walking feet

Nicely wait at the gate

Safely enter my car

Value Statement

Our SBISD and BHE Core Values: Every Child, Collective Greatness, Collaborative Spirit, Limitless Curiosity, Moral Compass

The following list of core beliefs outlines the professional actions and attitudes of all staff members at BHE.

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or ones they create, without creating problems for anyone else.
3. Students will have the opportunity to tell their side of the story whenever consequences appear to be unfair.
4. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
5. Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
6. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.

Comprehensive Needs Assessment

Needs Assessment Overview

Professional Development is needed on some teams to strengthen Professional Learning Communities (PLCs) to meet commitments and answer the 4 critical questions.

PLC Commitments:

1. Work in collaborative teams and take collective responsibility for student learning rather than working in isolation.

2. Implement a guaranteed and viable curriculum, unit by unit.

3. Monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.

4. Use the results of common assessments to improve individual practice, build the team's capacity to achieve its goals, and intervene or extend on behalf of students.

5. Provide systematic interventions and enrichments.

PLC 4 Critical Questions:

1. What do we expect students to know and be able to learn?

2. How do we know they are learning it?

3. How do we respond when they do not learn?

4. How do we respond when they have already learned?

Interventions are needed to close performance gaps as indicated by STAAR and TELPAS data and as projected with MAP data.

Future technology purchases will need to facilitate progress towards personalized learning for all students.

Demographics

Demographics Summary

BHE has approximately 639 students.

Our demographics are as follows:

Subgroups	# out of 639	%
AA	6	0.01
Hispanic	102	0.16
White	357	0.56
Asian	142	0.22
Multi Race	32	0.05
ESL	104	0.16
At Risk	200	0.31
GT	98	0.15
SPED	38	0.11
EE	3	0.004

Student Achievement

Student Achievement Summary

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

Improvement Planning Data:

- District goals
- Campus goals

Accountability Data:

- Texas Academic Performance Report (TAPR) data Performance Index Framework Data:
- Index 1 - Student Achievement Performance Index Framework Data
- Index 2 - Student Progress Performance Index Framework Data
- Index Performance Index Framework Data
- Index 4 - Postsecondary Readiness System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Student Groups

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

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We met all Indexes in STAAR but did not receive any distinctions in 2017 which is compatible with how we scored in 2016 as well.

We increased from 51% to 57% on Index 2: Student Progress and we increased from 53% to 55% on Index 3: Closing Performance Gaps.

We decreased from 93% to 92% on Index 1: Student Achievement and we decreased from 74% to 71% on Index 4: Postsecondary Readiness.

There was a noticeable decrease in scores across all areas in Writing. BHE piloted the Lucy Calkins' TCRWP Units of Study in Writing last year. As expected, a dip in scores may occur the first year of implementing a new curriculum.

Student Achievement Strengths

Last year we piloted MAP testing in Grades 2-5. This year we are implementing MAP testing schoolwide in all grade levels. Our focus will be on making sure every student shows at least one year's growth on MAP using the data to set benchmarks in between scheduled testing to ensure students meet their targets.

We will continue our PLC work focusing on using data to drive our instructional decisions. We will be using adaptive software such as Dream Box in all grade levels to continually measure growth in order to adjust our instruction as needed. Teachers will work on understanding how to analyze their student data and will develop goals with their students to show growth.

We will focus on closing gaps by increasing our Level III post secondary readiness scores and pushing ourselves into Quadrant I so we may earn distinctions this year.

School Culture and Climate

School Culture and Climate Summary

According to the Family Survey sent out at the end of 2016:

44.7% of students feel a tremendous sense of belonging to the BHE family. Another 36% felt quite a bit of belonging to BHE.

87% felt that teachers and administrators provide a welcoming and inclusive environment for their student(s).

86% felt welcomed by the office staff when visiting the BHE campus.

School Culture and Climate Strengths

The school sets high standards for all students and families. Parents are equal partners with the teachers in helping each student succeed.

Our learning community is committed to developing a school culture that supports and cultivates a student-centered learning environment by supporting administration and teachers in their professional growth and learning.

The BHE PTA is very involved with administration and teachers in aiding to provide many opportunities for parents, students, and families to be involved in the BHE community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

BHE tends to remain stable in staffing with low turnover. We had five new staff members join the BHE faculty and staff for the 2017-2018 school year: art, music, a 1st grade teacher, a 4th grade teacher and a campus counselor.

Through PTA, Administrative team, and our SEL (Sunshine committee), we continue to explore ways to motivate and appreciate faculty and staff.

Staff Quality, Recruitment, and Retention Strengths

We got creative with our teaching units this year. We traded a 7th teacher position in 4th grade for a Texas Opportunity Culture Multi Classroom Leader (MCL) and an Associate Teacher position. In addition, we created two (Extended Instruction Teachers) EIT positions in 2nd grade and another two in 4th grade. The Associate Teacher works with both grade levels and all are under the leadership of the MCL.

Teacher leadership roles include the MCL and the grade level Team Leaders who make up the Instructional Leadership Team (ILT). We have also self-selected 3 teachers to serve as ItsLearning Trail Guides. We have another self-initiated cohort for Teachers College Reading and Writing Project (TCRWP) that will continue leadership and work in the areas of reading and writing Units of Study in all grades this 2017-2018 school year. There are many opportunities for leadership at BHE.

Many staff members have 10+ years at BHE and quite a few have left to raise children and then returned to BHE to continue their teaching career.

Our SEL committee and our PTA provide strategic and periodic opportunitites and experiences for staff to maintain high morale and campus engagement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

BHE's reading and writing curriculum reflect a Balanced Literacy approach. Most of our teachers have been trained in Lucy Calkins' Units of Study in Reading and Writing at the Teachers College Reading and Writing Project (TCRWP) at Columbia University in New York. We are working to develop model classrooms for the other 12 campuses in SBISD who have joined us in piloting this approach to teaching reading and writing through a workshop approach.

We use Math in Focus and Dream Box for math. The Priority Standards and TEKS are the driving force behind our math curriculum and workshop approach.

We use StemScopes and will be using our newly adopted online platform: Discovery Education for science. The Priority Standards and TEKS are the driving force behind our science curriculum.

We continue to implement our new Social Studies curriculum and are using our newly adopted and more interactive textbook.

Students are assessed formally throughout the year. We piloted MAP testing in grades 2-5 last year. This year, we will implement MAP testing in all grades, kindergarten through 5th grade, three times a year (fall, mid year, and spring) to assess the student's individual Cummulative Growth Index (CGI). Our goal is for every student to grow at least one year from fall to spring. We also assess student academic progress using STAAR in grades 3 through 5 and TELPAS in all grades K through 5 for all identified ESL students.

Curriculum, Instruction, and Assessment Strengths

Our goal this year is to use our PLC weekly planning time constuctively to utilize on-going assessments and assorted data to support personalized learning in order to support significant gains in improving overall achievement and overall progress in all 4 Indexes.

Family and Community Involvement

Family and Community Involvement Summary

Bunker Hill has an active PTA. They are a strong committed group willing to provide our learning community any support as needed. Our PTA continues to assess our most successful programs to support through their fundraising efforts. The principal and PTA president meet on a regular basis. The prinicpal and the PTA executive board meet on a montly basis as does the PTA. They make decisions on which activities and special events will be hosted here at BHE and how they will be funded.

We have an active CIT that meets monthly to discuss campus needs. Our CIT helps us monitor and analyze the effectiveness of our CIP. They also review our programs such as TCWRP and Opportunity Culture of Texas.

We host a Principal Coffee on the first day of school and each grade level hosts a Luncheon within the first two weeks of school. We also host three back to school nights on the third week of school. Throughout the school year, our music teacher coordinates and puts on a grade level lmusical for parents and the community for 1st through 5th grades. We have a fall and spring Book Fair, Colonial Day, International Day, Spring Fling, and Go Texan Day to name a few opportunities for poarents to become involved whether through volunteering or as a spectator.

Family and Community Involvement Strengths

Events are well attended.

Parents have many opportunities to be involved at BHE.

Parents are welcomed and encouraged to volunteer in classrooms, the library, the copy room, the main office, and on campus.

Communication with our parents/community is available in a variety of formats (newsletter, website, PTA website and e-blasts, call outs, etc).

School Context and Organization

School Context and Organization Summary

Bunker Hill has 33 classroom teachers, 1 Associate Teacher, 1 AIMS special education program, 2 Inclusion/Resource teachers, 6 interventionists (Language Arts K-2, Language Arts 3-5, Math, ESL, Dyslexia, and special programs), 1 counselor, and a librarian. Each grade level has a common planning time as do our Specialists. Our teams meet to plan on Tuesdays and Wednesdays and those days are used for vertical/horizontal alignment, instructional planning, staff development, and data analysis. We have four meetings scheduled monthly: a faculty meeting during week one, ILT on week two and four, and some sort of professional development or training scheduled during week three.

Technology

Technology Summary

Some technology devices are outdated and teachers are working through the Classroom Refresh ItsLearning Course for those devices to ne refreshed/replaced.

All classrooms have ActivBoards.

Teachers are actively learning and incorporating ItsLearning into planning and/or instructional practices.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- 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
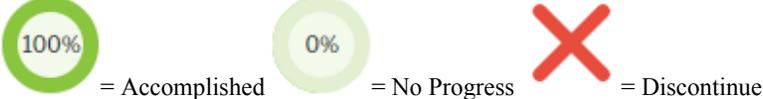- Action research results

Goals

Goal 1: Student Growth

Performance Objective 1: BHE will ensure that 90% of students will meet or exceed one year's growth on MAP in both reading and math for grades Kindergarten through fifth grade.

    Evaluation Data Source(s) 1: At the MOY, 60% will meet CGI.
At EOY, 90% will meet CGI.

    Summative Evaluation 1:

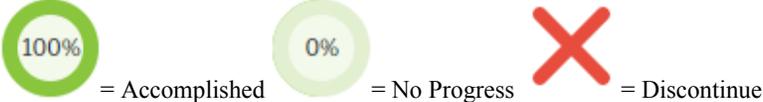| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Kindergarten and 1st grade will implement Language Enrichment daily during instruction to build phonemic skills. Grades K-5 will establish strong workshop strategies through Units of Study in Reading. PRIDE time has been set aside in the master schedule for workshop and other small group time. One hour will be given to minimize classroom disruptions and provide consistency. Grades K-5 will continue with the implementation of Dream Box. Provide PD as needed.	District/Campus Personnel Dream Box Interventionists Math Director ELA Director	Walkthroughs will document the implementation of workshop and small group instruction. Monthly meetings with interventionists to debrief classroom observations and coaching sessions.			
2) Administer MAP reading and math in grades K-5 three times a year to measure growth. Review data a minimum of three times per year (after assessment) to create action plans based on the data. DRA administered to any student below the 45%.	District/Campus Personnel Interventionists Principal/AP	District Assessments Campus walkthroughs ILT meetings MAP Assessments			
100% = Accomplished		0% = No Progress	✗ = Discontinue		

Goal 2: Post-Secondary Readiness (Achievement)

Performance Objective 1: Increase by at least 10% the amount of students performing at Masters on Math STAAR in grades 3-5

Evaluation Data Source(s) 1: Analyze STAAR data.
Baseline: 73 of 124 in our current 5th grade class performed at Level III last year. 10% is 10 more students.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Grades K-5 will continue with the implementation of Dream Box. Provide PD as needed. Teacher planning time on Tuesdays and Wednesdays of each week is protected time. Team leaders will include PLC strategies: developing and adhering to collective commitments, purposeful planning, and data review. Outline common assessment protocol and expectations using data and TEKS. Interventionists will meet at least once a month with each team depending on the focus for weekly meeting (ie. System of Care if the focus is behavior, Math interventionist if the focus is on MAP math results, ESL interventionist if the focus is EL students, etc).	District/Campus Personnel Dream Box Math Director Interventionists STAAR results	Walkthroughs will document the implementation of workshop and small group instruction. Monthly meetings with interventionists to debrief classroom observations and coaching sessions. STAAR Results (April/June/July)			
2) Establish instructional PLCs every 4-6 weeks using the OC-TX redesign model in 2nd and 4th grades. OC-TX team and principal attend the OC-TX Summer Institute. OC-TX team and principal will meet weekly to biweekly to implement the 90 day plan. OC-TX team and principal will meet weekly with grade levels. Principal will work on messaging OC-TX for BHE community. Completed training. Implementation of 90 day plan. Messaging of OC-TX completed and shared with BHE community, faculty and staff. Weekly grade-level OC-TX and principal meetings conducted. Monthly/Six Weeks for 2nd/4th grade OC-TX teams and principal meetings conducted.	MCL and teams to implement plan District Personnel to help with messaging	Monthly meetings to review redesign End of Year Survey			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 3: Post-Secondary Readiness (Equity)

Performance Objective 1: In order to decrease the achievement gap by 10% between ELL and non-ELL, and in order to decrease the achievement gap by 5% between SPED and non-SPED, BHE will increase the proficiency standards in composite scores to meet or exceed the expected one year's growth for ELL and SPED students as measured by TELPAS, STAAR Writing and STAAR Reading.

    Evaluation Data Source(s) 1: Analyze STAAR data. Analyze student TELPAS data from 2016 and 2017 (all domains).

    Summative Evaluation 1:

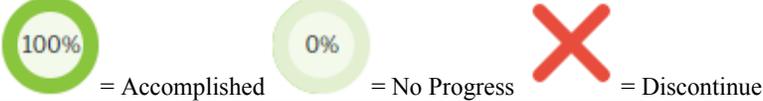| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Analyze STAAR data. List trends and formulate action plan. Create check points every 6-9 weeks. Outline common assessment protocol and expectations using data and TEKS Grades K-5 will continue with the implementation of Dream Box. Provide PD as needed. Teacher planning time on Tuesdays and Wednesdays of each week is protected time. Team leaders will include PLC strategies: developing and adhering to collective commitments, purposeful planning, and data review. Interventionists will meet at least once a month with each team depending on the focus for weekly meeting (ie. System of Care if the focus is behavior, Math interventionist if the focus is on MAP math results, ESL interventionist if the focus is EL students, etc).	District/Campus Personnel Dream Box Math Director Interventionists STAAR results	Walkthroughs will document the implementation of workshop and small group instruction. Monthly meetings with interventionists to debrief classroom observations and coaching sessions. STAAR Results (April/June/July)			
2) Analyze student TELPAS data from 2016 and 2017 (all domains). Provide PD with an emphasis on building academic vocabulary to move each child forward to meet one year's expected growth for all teachers by grade level, Work with interventionist to work with teachers to pull small groups for language development. Ongoing PD throughout the year. More visual language strategies and cues visible in classrooms (anchor charts, word walls)	District/Campus Personnel Interventionists TELPAS results	Walkthroughs have a measurable outcome which is recorded and measured for growth on each visit. Monthly meetings with interventionists to debrief classroom observations and coaching sessions. TELPAS results (May)			

3) Establish instructional PLCs every 4-6 weeks using the OC-TX redesign model in 2nd and 4th grades. OC-TX team and principal attend the OC-TX Summer Institute. OC-TX team and principal will meet weekly to biweekly to implement the 90 day plan. OC-TX team and principal will meet weekly with grade levels. Principal will work on messaging OC-TX for BHE community. Completed training. Implementation of 90 day plan. Messaging of OC-TX completed and shared with BHE community, faculty and staff. Weekly grade-level OC-TX and principal meetings conducted. Monthly/Six Weeks for 2nd/4th grade OC-TX teams and principal meetings conducted.	MCL and teams to implement plan District Personnel to help with messaging	Monthly meetings to review redesign End of Year Survey			
4) Teachers will implement ItsLearning as a personalized learning format aligning with the district vision of Anywhere, Anytime Learning (Access), Individualized Instruction (Rigor), Holistic and Actionable Data, and Student Voice and Agency.	Campus/District Personnel Interventionists Math Director ELA Director Technology/ItsLearning Personnel Principal/AP ILT Team	Targeted Professional Development as needed including supplies and materials, books, and digital and/or technology resources. Implementation of Personalized Learning may lead to a need for additional intervention or extension outside the normal school day.			
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Goal 4: School Connectedness

Performance Objective 1: 80% of students in grades 3-5 will report a connection to their educational opportunities and experiences as measured by the Panorama survey.

Evaluation Data Source(s) 1: Review Panorama results. Review internally created survey results.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Collaborate with Counselor, System of Care liaison, PTA, and students to ensure student voice is heard. Create surveys/questions designed for student input and response. Build/Include a comprehensive counseling program. Provide targeted social and emotional instruction based on areas of need. Visit monthly with at least one group of students through surveying, conferencing, and/or observing different student age groups. Increase awareness of culture and environment at BHE for students Increase connectedness of students at BHE with events including but not limited to School-wide Reading and Writing Days, Poetry (Poem in Your Pocket) Day, and International Day. Share student voice outcomes (surveys, conferences, observations) with teachers and staff to increase awareness of student voice. Counselor will provide monthly classroom lessons and targeted small groups in order to be proactive instead of reactive with behavior flare-ups.	District/Campus/Community/Students to lead discussions District/Campus/Community Personnel to develop surveys and discussion points. Counselor System of Care	Monthly review of surveys, conferencing, and observing with leadership and staff BHE areas of need targeted strategies for teachers introduced semester one and used frequently semester two. Review Panorama results.			
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

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

Performance Objective 1: To Remain in compliance with Federal and State law.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) STATE COMP EDUCATION: Provide supplemental At-Risk services/support in the following content areas: Language Arts Math Science Social Studies ELL Intervention	Campus/District Personnel Interventionists Principal/AP	District Assessments Campus walkthroughs ILT meetings MAP Assessments STAAR Results (April/June/July)			
2) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.	Principal Assistant Principal Teachers Diagnostician System of Care District SPED Support Staff	Lesson Plans Monthly PEIMS reports Monthly Collaboration Meetings with System of Care			
3) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	Principal/AP Diagnostician/SLP SPED Case Managers Teachers	Running Records Check Points Benchmarks Assessment Staffing/Data Conference Minutes IEP trackers			
4) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	Principal/AP Diagnostician/SLP SPED Case Managers Teachers	SPED Team Meeting Minutes IEP trackers MANDT Training logs & Certificates PEIMS Reports			
5) Conduct continuous annual program evaluation (Special Education CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision.	Principal/AP Counselor Diagnostician/SLP CIT members SPED Teachers ESL Teachers and Interventionist GT Teachers	LPACs SSC, 504, and SPED Documentation STAAR scores MAP scores ELPS Academy guides Checkpoints			

6) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency: -TCWRP/Lucy Calkins reading levels -Reading STAAR results -Reading intervention for targeted students	Principal/AP TCWRP Cohort ILT Team Teachers Intervention Specialists ELA Director	Intervention schedules MAP data Student progress trackers TCWRP Cohort Meeting Notes			
7) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents so identified.	Principal/AP Diagnostician ILT Team Teachers Intervention specialists	SSC documentation IEP Technology Resources Interventionist Schedule STAAR Scores MAP scores			
8) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Prevention Curriculum training * No Place for Hate Activities * CSHAC Monthly Meetings * Social and Emotional Learning * DARE	Principal/AP Counselor Interventionists Nurse Teachers	Participation Rosters Parent Evaluations Campus EOY Survey Discipline/PEIMS data Lesson Plans Faculty Meetings			
9) 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 parents and school.	Principal/AP CIT members PTA Executive Board Interventionists	CIT Sign in Sheets CIT Meetings Notes PTA Meetings Notes Informal Conversations Campus EOY Survey			
10) 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 student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.	Principal/AP Counselor Librarian Teachers Interventionists	GT District Trainings/Meetings GT Certifications Lesson Plans Team Meeting Notes			

11) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.	Principal/AP Counselor Librarian Teachers Interventionists	Communication (assorted forums including but not limited to website, call out, Skyward, Messenger) to parents regarding the GT referral process Campus EOY survey			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Campus Leadership Team

Committee Role	Name	Position
Administrator	Dana Johnson	Principal
Administrator	Erika Rodriguez	Assistant Principal
Non-classroom Professional	Jennifer Chang	Interventionist
Non-classroom Professional	Brie Bash	Interventonist
Counselor	Melissa Farber	Counselor

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$20,081.00
				+/- Difference	$20,081.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$550.00
				+/- Difference	$550.00

199 PIC 24 - At Risk

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$676.00
				+/- Difference	$676.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$515.00
				+/- Difference	$515.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$17,200.00
				+/- Difference	$17,200.00
				Grand Total	$0.00