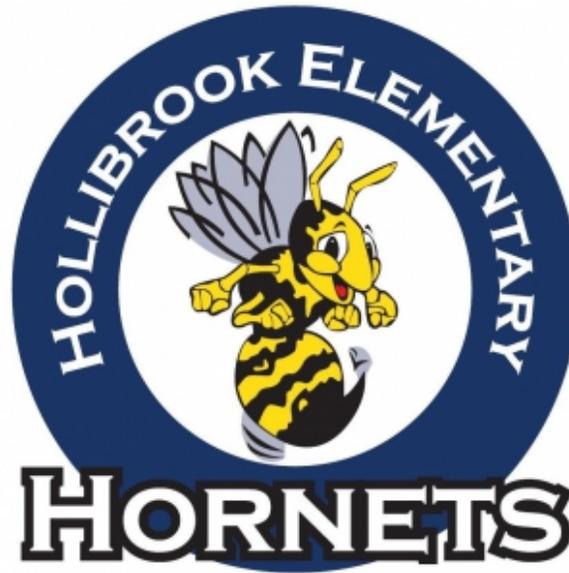


Spring Branch Independent School District
Hollibrook Elementary School
2016-2017 Campus Improvement Plan



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 two years. Hollibrook's student profile continues to be represented by 99.% of our students being Hispanic 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 90% are LEP. Most of our students (96%) are at-risk and we have on the average a 19% mobility rate which is a slight decrease from last year.

Demographics Strengths

The LEP and mobility percentages are slowly decreasing. Hollibrook has only one ethnic group to focus on which could be an advantage as well as a disadvantage. Faculty is representative of the student body.

Demographics Needs

The majority of our students are at-risk with limited English proficiency (LEP). This brings many challenges to the instruction for content and the English language. Students need greater access to the English language including speaking, listening, reading and writing.

Teachers need:

- professional development on meeting academic and language needs simultaneously
- professional development on assessing academic and language needs (formative assessment)
- sheltered instruction skills (ELL's)

Student Achievement

Student Achievement Summary

Hollibrook did not meet standard on the 2014-2015 state accountability system and was labeled an Improvement Required school for 2015-2016. All indications are that HBE will not meet the standard for 14-15 for Index 1. Hollibrook is a very homogeneous group and there is little to no gap between the performance of the whole group and the ethnic (Hispanic) sub-group or the Economically Disadvantaged sub-group. We do see a bigger gap between genders and the LEP population. The LEP data indicates students are not achieving required levels in the development of the English language (TELPAS) and this impacts achievement on, STAAR Reading (5th), STAAR Science (5th), and Stanford Math. NRT results for 2nd show a strong achievement on Aprenda Reading and Environment as these are tested in Spanish. Results dip when tested in English.

Student Achievement Strengths

Over 50% of 3rd and 5th grade students are growing at least one level on TELPAS. 2014-15 STAAR improvements: 3rd Grade Reading (taken in English) improved 9 percentage points. 4th Grade Reading (tested in Spanish) increased 3 percentage points. 4th Grade Writing (English) increased 4 percentage points and 4th Grade Writing (Spanish) increased 5 percentage points. 5th Grade Reading (English) increased 8 percentage points, and 5th Grade Reading (Spanish) increased 17 percentage points.

Student Achievement Needs

- More attention is needed in transitioning students' skills from Spanish to performance in English.
- Stronger ESL program - target grammar and writing in English; provide training that models use of program
- Update the guided reading library
- Improve classroom libraries, in particular, leveled book in the classroom.

School Culture and Climate

School Culture and Climate Summary

After extensive review of the campus health index (OHI) we found that Hollibrook fell 67 points below the district average and is among the lowest in the district. The items that were the lowest were “My principal goes out of their way to show staff appreciation,” “My principal is able to influence the actions of her superiors,” and “The principal conducts meaningful evaluations.” In addition, we reviewed the tripod results from the previous year and found that nearly 78% of students believed students misbehaved in their classroom and disrupted their learning. Control was the lowest indicator on the survey. It has led us to put in school-wide systems such as “HBE voice levels” and PBIS. We will be focusing on creating a stronger culture for both our students and faculty members beginning with the launch of a school-wide mission.

School Culture and Climate Strengths

Common school expectations have been put into place to help with school culture and climate.

School Culture and Climate Needs

Teachers feel they need the following:

- Classroom Management / Behavior Management professional development to assist teachers with the control of their classrooms.
- Support from administration

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff absences due to personal reasons or illnesses is approximately 15%, not including medical leave. Hollibrook has experienced very low teacher turnover in the past. For example, in 2013, only 4 new classroom teachers joined the team. In 2014 we saw a shift when 13 new classroom teachers were on boarded. This year with a change in administration, retirements, and transfers we have approximately 10 new classroom teachers. Our goal is to keep the retention rates high and turnover low because we want to coach and develop our teachers so they grow in effectiveness for our students.

Staff Quality, Recruitment, and Retention Strengths

A lot of support will be provided to all grade levels this year in the form of interventionists, specialists and the administrative staff. Team planning expectations were put into place to insure TEKS and data driven lessons. Staff development and training will take place during faculty meetings and Hornet Huddle PLC every 6 days. Third, fourth and fifth grade levels are departmentalized to draw on the strengths of the teachers. Administrative presence at all planning meetings was critical to the success. One LEP Assistant was assigned to each of the primary grades. The team scheduled the LEP Assistant to support each team member based on needs

Staff Quality, Recruitment, and Retention Needs

Teachers identified the following needs:

- New Teacher support - Mentor program (maybe 2 teachers instead of 1), mentor should be trained
- Recognition of Teachers (i.e. perfect attendance for the month)
- More walkthroughs and immediate feedback

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Time was used during PLCs on a 6 day rotation from 7:30 - 9:00 for teachers to meet and plan, write common assessments or attend professional development. The backwards planning method was implemented for assessments and planning. The instructional coaches and principals led the discussions with teams. Teachers learned to write their own grade level assessments. Teachers also created their own checkpoints/quizzes. The Principals concentrated on the STAAR testing grades (3rd - 5th) and the Asst Principals supported the primary grades.

Curriculum, Instruction, and Assessment Strengths

Instructional coaches and administrative presence during planning will keep a strong focus on teaching and learning. New curriculum was rolled out in most content areas. Improvement Required process will continue to provide other professional learning opportunities for teachers especially in Balanced Literacy components.

Curriculum, Instruction, and Assessment Needs

Alignment is needed in grading and students' performance on checkpoints, CBAs, benchmarks, etc. Professional development is needed in formative assessment. Teachers request the following:

- PK/Kinder more book: big books, leveled books, classroom libraries
- More DRA/EDL kits so teacher are not limited when testing at the same time
- Consummables for content areas
- Math manipulatives
- Professional development
- Increase collaborative planning to share instructional dialogue and design of lessons

Family and Community Involvement

Family and Community Involvement Summary

At the moment, parental involvement is minimal. We have a Parent Teacher Association (PTA) that has vested interest in bringing more parents to our campus to help with decision making and improvements. There is a core of 25 parents who help teachers with classroom tasks throughout the day. These same families attend parent U courses and Coffee with the Principal/Counselor when these were offered. 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 they work one on one with identified students.

Family and Community Involvement Strengths

Communities in School (CIS) managers make many home visits and parents respond to their communication. Newly formed PTA organizing and reaching out to parents for participation. Partnerships with Outreach organizations provide many benefits for students. Mentors are present for identified students. Open House and other curriculum nights will be held throughout the year.

Family and Community Involvement Needs

Teachers suggest the following:

- Do grade level newsletters every nine weeks
- Increase teacher involvement in school-wide events
- Increase activities during Library Night
- Provide parent education classes and assisting parents with skills for academics

School Context and Organization

School Context and Organization Summary

New Administrators (Principal and Assistant Principal) are assigned to Hollibrook for the 15-16 school year. One current Assistant Principal remains. Most of the Instructional Leadership Team will be new. The new Principal will establish her organizational system. Third through fifth grades will be departmentalized while the primary grades will continue to be self-contained. One ICoach will support instruction in all content areas. Intervention Support has been assigned and 3 full-time certified positions were staffed. LEP Assistants have been assigned for the 15-16 school year.

School Context and Organization Strengths

LEP Assistants were assigned to their primary grade levels. The master schedule was reworked to keep recess and lunch adjacent, if possible. Hornet Huddle (PLC) time will continue to be on a 6 day rotation for 90 minutes - which will include professional development, test writing and extended planning time.

School Context and Organization Needs

There is a demand for more intervention support. Teachers would like to see an increase in vertical alignment meetings. PreK teachers would like to attend more trainings at PK centers and would like to be included in Specials' rotations.

Technology

Technology Summary

Hollibrook will be receiving new hardware for the Primary grades in September 2015. Through Technology and Title funds, iPads have been added to the Library inventory and are available to be checked out to classrooms.

Technology Strengths

Use of technology in the library has increased. Technology is used during Family Library night. Check-out of netbooks and hotspots by students and parents has increased. Technology classes were added to the extended rotation and the Librarian provided training for students.

Technology Needs

- Professional development is needed for the ActivBoard as well as creating flipcharts and the use of resource materials associated with the Promethian board.
- More computers are needed to increase the ability to complete research and increase PBL in the classroom.

Comprehensive Needs Assessment Data Documentation

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 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) data

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.

Parent/Community Data

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

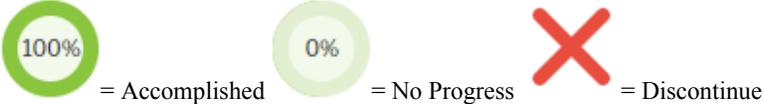
Goals

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 1: Increase the percentage of students on or above grade level performance in all core areas.

Evaluation Data Source(s) 1: Campus CPOs, Campus Internal Accountability, STAAR, TELPAS, STAR 360 Universal Screener, and end-of-year DRA data.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will keep updated data binders including, but not limited to CBA Scores, STAR 360, DRA/EDL, Report Card, GPC, SPED, 504. Teachers will use student data analyses to guide all instruction. State of the Classroom data conferences will be held with Principal, Assistant Principal and Teacher Facilitator in October, January, and March. SSC's will be established when required. Interventions will be planned for grades 2-5 beginning September through May.	1, 2, 3, 8, 9, 10	Principal, Assistant Principals, Teacher Facilitators, Teachers, Interventionists	Teacher data binders, increased scores			
						

Goal 2: Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 1: Limited English Proficient (LEP) students will make adequate growth on TELPAS and will exit the program on time.

Evaluation Data Source(s) 1: TELPAS results

Summative Evaluation 1:

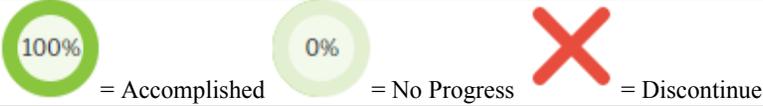
Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) ELL / Sheltered strategy professional development and support will be provided throughout the year in all content areas. Students will receive sheltered instruction in English in all core content areas.	1, 2, 3, 4, 9, 10	Principal, Assistant Principals, Teacher Facilitators, Classroom Teachers, Interventionists	TELPAS scores and number of students exiting the program			
2) Provide opportunities for learning outside of the classroom through study trips, visits to higher education institutes, and presentations on campus.	1, 4	Team Leaders, Classroom Teachers, Teacher Facilitators, for LA/SS, Math, Science	Calendar of events for the year			
Funding Sources: 211 - Title I, Part A - \$5,000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 2: Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 2: Increase percentage of students passing and receiving Advanced Level III on STAAR assessments.

Evaluation Data Source(s) 2: STAR 360 Universal Screener, Benchmarks, Practice STAAR, and STAAR assessments.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) All campus teachers will provide structured interventions to small groups of students in K-5th grade Reading and Math who are not meeting expectations from September through May.</p>	1, 8, 9	Classroom teachers, Principals, Teacher Facilitators, Assistant Principals	Performance on STAR 360 Universal Screener, benchmarks, DRA/EDL scores, performance on practice STAAR and STAAR tests.			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will use the Total Motivation (Mentoring Minds) series in content classes to build stamina and support students with test taking strategies.</p>	1, 8, 9	Classroom teachers, Teacher Facilitators, Principal, Assistant Principals	Performance on: benchmarks, practice STAAR, and STAAR			
						

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 1: All students Pre-K to 5th will be held to high expectations and standards to help them accomplish their goals.

Evaluation Data Source(s) 1: Teacher and student level tracking

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Students will track their progress towards individual goals for all content areas. Student-Teacher conferences will be held to discuss progress.</p>	1, 2, 9	Classroom Teachers, Assistant Principals, Principal, Teacher Facilitators	Student tracking sheet in Wednesday Folder, Teacher Student conferences			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>2) Each semester, students who have A's and B's will be awarded certificates and an incentive. In addition, merit stickers will be placed on their quarterly report cards.</p>	1, 2, 6, 7, 9, 10	Principal, Assistant Principals, Teacher Facilitators and Classroom Teachers	Awards ceremonies in classrooms			
	Funding Sources: 199 - General Fund - \$750.00					
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>3) Each progress report and report card, administrators will review all report cards before they are sent home to parents. They add seals for attendance, good behavior and academics on appropriate cards.</p>	1, 2, 8	Administrators	Progress Reports; Report Cards			
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 4: Spring Branch ISD believes parents are a partner with our district and teachers for education. We believe parents need to be included in their child's educational career.

Performance Objective 1: Increase parental participation and education on the campus.

Evaluation Data Source(s) 1: Newsletters, events agenda, attendance rosters, calendar of events, volunteer list

Summative Evaluation 1:

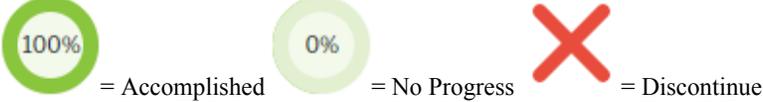
Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Parent education events will be held throughout the school year. These include: Curriculum Nights, STAAR Night, Fine Arts Performance Nights, Literacy/Library Night and Coffee with the Principal.</p>	1, 2, 6, 7, 9, 10	Counselor, CIS, Principal, Bilingual Communications Specialist, Assistant Principals, Teachers	Master schedule of events, Newsletters, agendas, attendance rosters			
Funding Sources: 211 - Title I, Part A - \$400.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>2) Parent Education events will be held for parents to assist their children at school and home for academic success. Implement the Latino Literacy Project.</p>	1, 2, 6, 10	Counselor, CIS, Principal and Bilingual Communications Specialist	Classes held - Class Evaluation Sheets			
Funding Sources: 211 - Title I, Part A - \$100.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: Spring Branch ISD believes parents are a partner with our district and teachers for education. We believe parents need to be included in their child's educational career.

Performance Objective 2: Improve school climate by establishing a positive, predictable environment that is focused on student success.

Evaluation Data Source(s) 2: OHI survey, TRIPOD survey

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Continue the PBIS school wide system and use recognition and rewards to increase self-discipline. CHAMPS will be in place.</p>	1, 2, 7, 10	Counselor, Principal, Teachers and Staff	Decrease in office referrals, PBIS survey for teachers and students			
Funding Sources: 199 - General Fund - \$1,500.00						
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Provide professional development for staff members on the PBIS system and handling student misbehavior.</p>	1, 2, 4	Counselor	Attendance rosters, decrease in office referrals and write-ups			
<p>Critical Success Factors CSF 6</p> <p>3) School vision will be posted in every classroom and recited daily by staff and students.</p>	2	Staff, Principal	decrease in misbehavior, increased OHI index			
						

Goal 5: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful completion of some form of higher education for every child.

Performance Objective 1: Every adult in our building will be committed to the success of every child and will work collectively to ensure all students meet their academic goals and bring T-2-4 to fruition.

Evaluation Data Source(s) 1: Ongoing Academic Data

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Hallways will display college flags and a college of the week will be featured on a bulletin board in the hallway.	1, 2, 10	Counselor, CIS	Increase in student knowledge of colleges, End of year individualized student T-2-4 goals			
2) Teacher will have a college corner in classroom displaying where they went, diploma (copy) picture, mascot, flag	1, 2, 10	Teacher	Increase student knowledge of college, pride in college, higher education			
 = Accomplished  = No Progress  = Discontinue						

Goal 6: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law we will be implementing the following strategies.

Evaluation Data Source(s) 1: Implementation of strategies

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>1) Develop/strengthen/ monitor capacity of teachers, 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</p> <p>Rigby Reading Spanish</p> <p>Time for Kids</p>	1, 2, 3, 4, 5, 8, 9	Teacher Facilitators, Classroom Teachers, Principal, Assistant Principals, Interventionists	Mid-year DRA/EDL results, End of year DRA/EDL results, benchmarks, STAR 360 Universal Screener			
Funding Sources: 211 - Title I, Part A - \$10,794.00						
<p>State System Safeguard Strategy</p> <p>2) Conduct annual program evaluation (SPED, G/T, LEP, ESL) utilizing student performance data to review and revise program as needed. LEP students will be tracked using TELPAS results and percentage of students particularly 4th & 5th graders who are exiting LEP status.</p>	1, 2	Principal, Assistant Principal, CIT	TELPAS results, STAAR results, and percent of students exiting LEP program by 4th & 5th grade.			

<p>State System Safeguard Strategy</p> <p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation/intervention via supplementation 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>	1, 2, 6, 8, 9, 10	Principal, Assistant Principals, Interventionists, Teacher Facilitators	Data conferences, Data binder, SSCs			
<p>Funding Sources: 211 - Title I, Part A - \$6,098.00</p>						
<p>State System Safeguard Strategy</p> <p>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>Learning A-Z</p> <p>Purchase laptops for students - Library.</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>	2, 3, 4	Librarian, Campus e-trainer	Staff development records, Lesson plan			
<p>Funding Sources: 211 - Title I, Part A - \$5,500.00</p>						
<p>5) Promote parent and community involvement in academics, drug/violence prevention programs/activities. We will participate in Red Ribbon Week.</p>	6	Counselor, CIS, Classroom Teachers	Red Ribbon week activities, attendance rosters, log of parental involvement activities offered.			

<p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying prevention * Violence/Conflict resolution * No Place for Hate * CSHAC * PBIS/CHAMPS/Teach Like a Champion * Developmental Assets <p>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. Each classroom teacher will have access to the Teach Like a Champion book as a resource for dealing with different behaviors.</p>	1, 2, 10	Counselor, CSHAC coordinator, CIS, PBIS Coordinator, Teacher Facilitators	Agenda of meetings, attendance rosters			
<p>7) Special Education- Monitor and evaluate LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities.</p> <p>The campus SPED department works collaboratively with classroom teachers to encourage inclusion and support teachers when students are transitioned to classrooms.</p>	2, 10	Campus SPED Teachers, Classroom Teachers, Assistant Principals, Diagnostician	IEP paperwork			
<p style="text-align: center;">State System Safeguard Strategy</p> <p>8) SPECIAL EDUCATION- Examine state assessment reports to evaluate progress of students with disabilities relative ARD committee recommendations and predictions.</p> <p>SPED students will participate in benchmarks and assessments with modifications created by SPED teachers. Students will be monitored through classroom matrix.</p>	1, 2, 8	Campus SPED Teachers, Classroom Teachers, Principal, Assistant Principals	Classroom Matrix, ARD committees			
<p>9) SPECIAL EDUCATION- Ensure that SPED staff, building administrators, and counselors are trained on and adhere to SPED timelines and compliance requirements.</p> <p>All will attend required training offered by the district (MANDT, state assessments, IEP, etc.)</p>	4, 10	Campus SPED Staff, Principal, Assistant Principals, Counselor	Professional Development transcripts			

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>10) STATE COMP ED- Provide supplemental At-Risk services/support in these content areas:</p> <p>*Language arts *Math *Science *Social studies</p> <p>A LEP assistant will be assigned to grade levels Kinder - 5th grade for support during small group instruction. Five Teacher Facilitators and 7 Interventionists will provide support for teachers and students in grades Kinder-5th for Math and Language Arts.</p>	1, 2, 3, 9, 10	Principal, Assistant Principals, Teacher Facilitators, LEP Assistants, Interventionists, Classroom Teachers	STAAR data, TELPAS data, NRT data, DRA/EDL beginning of year, Benchmarks			
<p>Funding Sources: 211 - Title I, Part A - \$239,175.00</p>						
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>11) Identify 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 from 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>After-school tutorials will also be provided 2x/week as well as enrichment and extra-curricular activities and events.</p>	1, 2, 3, 9, 10	Assistant Principals, Classroom Teachers, Principal, and Teacher Facilitators, Teacher Interventionists, After School Coordinator	STAAR results, NRT results, TELPAS results, Istation/TTM/AR tracking			
<p>Funding Sources: 199 - General Fund: SCE (At-Risk) - \$10,582.00</p>						

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 5</p> <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * Recruitment * Training/support * Recognition of volunteers/partnerships <p>We will recruit volunteers through collaboration with Spring Spirit Baseball, Memorial Drive Elementary, and Memorial Drive United Methodist Church. We will recruit parent volunteers during Meet the Teacher and Open House.</p>	1, 2, 6	Counselor, CIS, Principal, Bilingual Communication Specialist	Volunteer List			
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>13) 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/or Math. *Strategies of high performing urban schools * Project based learning *Small group instruction * This includes opportunities for teachers to be coached, attend training/ in services/ workshops and/or conferences together with structured follow-up. <p>Judith Van Horn</p> <p>We will use faculty meetings and PLCs to provide professional development in the areas mentioned above.</p>	1, 2, 3, 4, 9, 10	Principal, ILT, Data Budget Specialist, Teachers, Teacher Facilitators, Interventionists	District Accountability			
<p>Funding Sources: 211 - Title I, Part A - \$14,000.00</p>						

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 7</p> <p>14) Teachers/administration/staff will develop an understanding of the (a) PD framework and continue participation in professional development in the areas of teaching and 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 assessments.</p>	1, 2, 3	Principal, Teacher Facilitators, Assistant Principals, Teachers, Interventionists	Classroom Walk through and observations			
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 7</p> <p>15) 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>	3, 4	Teacher Facilitators, Mentors/Buddies, Lead Mentors, Teachers	Attendance sheets for meetings			
<p>16) 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>	5	Principal, Assistant Principals, Teachers, Teacher Facilitator	<p>Calendar to attend job fairs</p> <p>Conduct interviews with campus staff members (teacher(s) and admistration)</p> <p>Mentors will be assigned for each new student teacher.</p> <p>A new teacher coordinator has been put into place at HBE</p> <p>Calendar monthly meetings for new teachers to meet with their mentors and debrief and troubleshoot issues.</p>			
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 3 CSF 5</p> <p>17) 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.</p> <p>A parent will be part of the CIT to ensure community voice is present.</p>	6	Principal, CIT Team, Teacher Facilitators, Assistant Principals	CIT monthly meeting minutes and attendance sheets			

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>18) Pre-K and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p>	6, 7	PK Assistants, Principal, PK & Kindergarten Teachers	attendance sheets			
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 7</p> <p>19) 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 students 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</p> <p>Teachers are trained to administer planned experiences to all students and to make recommendations for identification of GT students.</p>	8	Counselor, Classroom Teachers, Assistant Principals	Number of identified G/T students			
<p>20) GIFTED AND TALENTED- Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>Discussion during team planning will include differentiated activities at all levels including stretching the learning for GT students.</p>	2	Classroom Teachers, Teacher Facilitators and Assistant Principals, Interventionists	Lesson plans & observations			

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 6</p> <p>21) GIFTED AND TALENTED- 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.</p> <p>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.</p>	6	Counselor	Attendance roster at G/T meeting, Monthly newsletter			
<p>22) COORDINATED SCHOOL HEALTH (CSH) AND CIP-</p> <p>Steps to incorporate CSH:</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. District five year goal campus survey b. School health index c. SEL/40 development asset survey 	2, 6, 10	CSHAC coordinator (C. Lantrip), CSHAC committee, Bilingual Communications Specialist	Completion of goals			

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 5</p>	6	Principal, Bilingual Communications Specialist, CIS, Counselor	Sign-in sheets, Parent compacts			
<p>23) Increase parent participation and attendance at Title I annual meeting (Open house) to share:</p> <ul style="list-style-type: none"> *Administrators Meet & Greet *Standards and goals *Parent's rights *Curriculum *School report card *Title I participation <p>Offer a flexible number of meetings.</p>	<p>Funding Sources: 211 - Title I, Part A - \$100.00</p>					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	2	1	All campus teachers will provide structured interventions to small groups of students in K-5th grade Reading and Math who are not meeting expectations from September through May.
2	2	2	Teachers will use the Total Motivation (Mentoring Minds) series in content classes to build stamina and support students with test taking strategies.
3	1	1	Students will track their progress towards individual goals for all content areas. Student-Teacher conferences will be held to discuss progress.
3	1	2	Each semester, students who have A's and B's will be awarded certificates and an incentive. In addition, merit stickers will be placed on their quarterly report cards.
6	1	1	Develop/strengthen/ monitor capacity of teachers, 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 Rigby Reading Spanish Time for Kids
6	1	2	Conduct annual program evaluation (SPED, G/T, LEP, ESL) utilizing student performance data to review and revise program as needed. LEP students will be tracked using TELPAS results and percentage of students particularly 4th & 5th graders who are exiting LEP status.
6	1	3	Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation/intervention via supplementation 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. Students will receive tutoring and intervention during and after school based on academic performance and learning needs.
6	1	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). Learning A-Z Purchase laptops for students - Library. 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.
6	1	8	SPECIAL EDUCATION- Examine state assessment reports to evaluate progress of students with disabilities relative ARD committee recommendations and predictions. SPED students will participate in benchmarks and assessments with modifications created by SPED teachers. Students will be monitored through classroom matrix.

Goal	Objective	Strategy	Description
6	1	10	STATE COMP ED- Provide supplemental At-Risk services/support in these content areas: *Language arts *Math *Science *Social studies A LEP assistant will be assigned to grade levels Kinder - 5th grade for support during small group instruction. Five Teacher Facilitators and 7 Interventionists will provide support for teachers and students in grades Kinder-5th for Math and Language Arts.
6	1	11	Identify 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). Supplies and materials include: Manipulatives for math and science, literacy materials (comprehension toolkit), STAAR support (i.e. motivation series from Mentoring Minds), bilingual materials, portable labs, lab equipment, etc. Computer assisted instruction includes: I station (K-5), Think Through Math (3-5). After-school tutorials will also be provided 2x/week as well as enrichment and extra-curricular activities and events.
6	1	12	Develop, monitor, and evaluate campus volunteer/partnership programs that include: * Recruitment * Training/support * Recognition of volunteers/partnerships We will recruit volunteers through collaboration with Spring Spirit Baseball, Memorial Drive Elementary, and Memorial Drive United Methodist Church. We will recruit parent volunteers during Meet the Teacher and Open House.
6	1	13	TITLE II A- Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: *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/or Math. *Strategies of high performing urban schools * Project based learning *Small group instruction * This includes opportunities for teachers to be coached, attend training/ in services/ workshops and/or conferences together with structured follow-up. Judith Van Horn We will use faculty meetings and PLCs to provide professional development in the areas mentioned above.
6	1	14	Teachers/administration/staff will develop an understanding of the (a) PD framework and continue participation in professional development in the areas of teaching and learning and leadership for results (b) The process of designing and delivering effective instruction through backwards planning and targeted tiered instruction. Through planning sessions, teachers will collaborate and discuss the framing of lessons that are aligned to TEKS and unit and benchmark assessments.
6	1	15	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.
6	1	17	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. A parent will be part of the CIT to ensure community voice is present.
6	1	18	Pre-K and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.

Goal	Objective	Strategy	Description
6	1	19	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 students 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 Teachers are trained to administer planned experiences to all students and to make recommendations for identification of GT students.
6	1	21	GIFTED AND TALENTED- 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.
6	1	23	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.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	TROPHIES, CERTIFICATES, STICKERS	6399	\$750.00
4	2	1	SUPPLIES & MATERIALS	6399.30	\$1,500.00
Sub-Total					\$2,250.00
199 - General Fund: SCE (At-Risk)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	11	At-Risk	6399	\$10,582.00
Sub-Total					\$10,582.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	ENTRY FEES/PRESENTATION FEES	11.6412	\$2,000.00
2	1	2	TRANSPORTATION	11.6494	\$3,000.00
4	1	1	PARENT SNACKS	61.6499	\$400.00
4	1	2	SUPPLIES & MATERIALS	61.6399	\$100.00
6	1	1	READING MATERIAL	11.6329	\$9,700.00
6	1	1		11.6325	\$1,094.00
6	1	3	PARENT LIASION	61.6125	\$5,000.00
6	1	3	TUTORING TRANSPORTATION	11.6494	\$500.00
6	1	3	MEDICARE	61.6141	\$73.00
6	1	3	WORKER'S COMP	61.6143	\$32.00
6	1	3	TEACHER RETIREMENT	61.6146	\$493.00
6	1	4	SOFTWARE	11.6397	\$500.00
6	1	4	TECHNOLOGY EQUIPMENT	11.6398	\$5,000.00
6	1	10	SALARY	11.6119	\$181,305.00
6	1	10	MEDICARE	11.6141	\$2,919.00

6	1	10	INSURANCE	11.6142	\$20,300.00
6	1	10	WORKER'S COMP	11.6143	\$1,287.00
6	1	10	TRS	11.6146	\$19,249.00
6	1	10	LEP ASSISTANTS	11.6129	\$14,115.00
6	1	13	CONTRACT SVCS - J VAN HORN	13.6299	\$3,500.00
6	1	13	SUBSTITUTES	13.6112	\$6,000.00
6	1	13	REGION IV	13.6239	\$500.00
6	1	13	READING MATERIALS	13.6329	\$1,000.00
6	1	13	PROF DEVELOPMENT	13.6411	\$2,000.00
6	1	13	PROF DEVELOPMENT	23.6411	\$1,000.00
6	1	23	MISCELLANEOUS EXPENSES	61.6499	\$100.00
Sub-Total					\$281,167.00
Grand Total					\$293,999.00