

Spring Branch Independent School District

Hollibrook Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Hollibrook Hornets work hard to create a safe and positive environment to achieve excellence in teaching and learning.

Vision

By 2019 Hollibrook Elementary will be a premier school where students and teachers excel in academic achievement, leadership and technology.

Value Statement

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

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 92% are LEP. Most of our students (96%) are at-risk and we have on the average a 16% mobility rate which is a slight decrease from last year. We have a high number of homeless students (more than 60 students) and the highest number of newcomers (over 90 students).

Demographics Strengths

The LEP and mobility percentages are have maintained their current levels. 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 98% of our students are Latino and economically disadvantaged, and 92% LEP creates many challenges for our students both academically, socially and emotionally. **Root Cause:** 100% of our population comes from five apartment complexes on Pitner Road.

Student Achievement

Student Achievement Summary

Hollibrook did not meet standard on the 2015-2016 state accountability system and was labeled an Improvement Required school for 2016-2017. In 2016-2017 Hollibrook met all 4 indexes for State Accountability. Hollibrook is no longer on the school improvement list for 2017-2018. We are now FIR -Formerly Improvement Required. We will continue with our interventions in play and continue to fill our students gaps. 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

Approximately 50% of 3rd and 5th grade students are growing at least one level on TELPAS. 2016-17 STAAR improvements: 3rd Grade Reading (taken in English) improved 2 percentage points while the number taking the test increased from 30 to 68 students. 4th Grade Reading (tested in Spanish) increased 2 percentage points. 4th Grade Writing (English) increased 7 percentage points and 4th Grade Writing (Spanish) increased 27 percentage points. 5th Grade Reading (English) increased 13 percentage points, and 5th Grade Reading (Spanish) increased 55 percentage points.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our current reading composite for grades 3-5 is at 52% which is below the district composite. **Root Cause:** Students come with many gaps in reading due to language barriers, social economic challenges, homeless status, recent immigrant status, and mobility rate. (Our 2016-2017 mobility rate increased from 14% to 18.7%.)

School Culture and Climate

School Culture and Climate Summary

Students attendance at Hollibrook remains at 96.8%. Our students are happy to come to school. Analysis of our attendance demonstrated of the 1600 tardies was due to approximately 45 families of multiple children. Many of our students do not believe in themselves and lack positive self-esteem.

School Culture and Climate Strengths

Common school expectations have been put into place to help with school culture and climate. For the 2017-18 school year we will train all staff and students on Project Class. This will provide common expectations for all students and staff to follow.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our students do not think they can achieve and be successful academically. **Root Cause:** Due to our students academic needs, language barriers and social economical challenges our students have faced a lot of failure and disappointment.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In 2016 we earned an \$8 million TTIPS Grant. This has allowed us to hire 7 interventionists and 2 teacher facilitators to assist us with tutoring students and providing quality intervention. With this addition, we hired 18 new instructors for our campus. 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.

For the 2017-18 school year, Hollibrook has twelve (12) new teachers due to maternity, marriage, relocation, and retirement. Eleven out of the twelve new teachers are experienced and highly qualified. All are bilingual or ESL certified teachers. Our number of Gifted and Talented trained teachers increased from 8 to 23.

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. Second, 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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Due to population, 92% LEP students, our teachers need additional training to meet needs of our students for language development and literacy. Many of our new students are not fluent in English or Spanish and lack basic literacy skills in both languages. **Root Cause:** With our high mobility, recent immigrant and social economic challenges our students come in at all levels of English proficiency.

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 administrators supported all grade levels PK-5 to support planning, instruction and PLC's.

*2017-2018 school year started strong for 4 days. Our district was then closed due to Hurricane Harvey for 2 full weeks. We had our second "first start" September 11, 2017. This caused a loss of 2 weeks of instruction.

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.

After school tutorials were provided for all students included special ed who are not performing at grade level.

After school tutorials were also provided for students performing at high levels so that they can continue to achieve level 3 or above grade level standards.

The first week of August 2017, we provided two (2) days of John Seidlitz 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.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Only 53% of our students met the proficiency standards in composite scores (one year growth). **Root Cause:** Teachers do not know how to scaffold the language instruction to meet the needs of their students.

Family and Community Involvement

Family and Community Involvement Summary

We have a Parent Teacher Association (PTA) which lost membership in 2016-17. We offer monthly Coffee with the Principal/Counselor, Hispanic Literacy classes, Ready Rosie for PK and kindergarten parents, Triple P parenting classes and Family Library Night twice a month. These are very well attended. 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

Our Parental Involvement component has increased this year. We anticipated 800 participants in our Coffee with the Principal/Counselor, Latino Literacy, Open House, Triple P Parenting Program, Middle School Choice Night, Family Library Night, etc., and we actually had 1,542 participants. In 2015-16 we had 14 parent and community engagement opportunities in 2016-17 we had 47. 72 percent of the parents that attended Latino Literacy Family Project attended 75 to 100 percent of the classes.

Communities in School (CIS) managers make many home visits and parents respond to their communication. 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.

Our TIPPS grants provides us with a Parent Liaison. This is a critical position to reach out to parents for training, classes and organizing parent meetings.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Parents request additional support and training on how to help their children at home with school work. **Root Cause:** Many of our parents lack a formal education and did not graduate from high school. Many of parents are not educated in the United States.

School Context and Organization

School Context and Organization Summary

The leadership team has grown to include: Principal, two Assistant Principals and five Teacher Facilitators. The structure will remain in place for 2017-18. The Teacher Facilitators are focused on grade and specific subjects. Primary math, Intermediate Math, Science (PK-5th), Language Arts primary and Language Arts Intermediate. In 2016-17, the pilot for second grade was successful so for 2017-18, all of 2nd grade will be departmentalized with the exception of 2nd grade ESOL.

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.

Interventionist provided by TIPPS grant are assigned subject and grade level for consistent implementation and allows opportunities for the interventionist to plan with the teachers. Interventionist work together for flexible grouping and schedules to ensure all students in need receive academic assistance.

All teachers new to Hollibrook were assigned a mentor or a buddy to assist with transition and to ensure success and adaptation to their new role in our campus and culture. They met monthly with the interventionist for support, questions, and guidance.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: As we have less LEP assistants, from 5 to 3, need to make sure all our ELL students needs are met. **Root Cause:** With our high mobility, recent immigrant and social economic challenges our students come in at all levels of English proficiency.

Technology

Technology Summary

Hollibrook received Chrome books for one to one for all students in 4th and 5th grades in 2016-17. For the 2017-18 school year we will expand this to 3rd grade for one to one as well. With the SBISD Technology Refresh, five (5) of our teachers received eight (8) new devices for their classrooms. We will encourage another 10-15 teachers to complete the course work to obtain additional devices for 2017-18.

Technology Strengths

Many of our new hires for 2016-17 and 2017-18 are very technology savvy and are eager and open to add technology to their instruction.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers have access to equipment, but are not comfortable incorporating technology into actual instruction. **Root Cause:** Lack of training

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

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 - All students Pre-K to 5th will be held to high expectations and standards to help them accomplish grade level standards. *50% of the students will grow one year or more




Performance Objective 1: A. For 2017-2018 school year 85% of Hollibrook Elementary KG - 2nd grade students will meet or exceed grade level expectations in reading on End of Year Assessments.

B. For 2017-2018 school year 45% of students in 3-5 will achieve "STAAR Meets" grade level standards.

Evaluation Data Source(s) 1: Teacher and student level tracking, Circle, Common and Formative assessments

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students will track their progress towards individual goals for all content areas. Student-Teacher conferences will be held to discuss progress.	1, 2, 9	Classroom Teachers, Assistant Principals, Principal, Teacher Facilitators	Student tracking sheet in Wednesday Folder, Teacher Student conferences November: January:			
				Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Family and Community Involvement 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.	1, 2, 6, 7, 9	Classroom Teachers, Assistant Principals, Principal, Teacher Facilitators	Student tracking sheet in Wednesday Folder, Teacher Student conferences			
				Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Family and Community Involvement 1 Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$1,500.00		
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.	1, 2, 8	Administrators	Progress Reports; Report Cards; STAR 360			
				Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Family and Community Involvement 1		

4) Students will set grades in reading (DRA/EDL) and Math (addition, subtraction, division, multiplication) when they achieve their goal they earn the appropriate medal.	1, 2, 8	Administrators	Student tracking sheet in Wednesday folder, Teacher Student conferences, DRA/EDL/Running Records and assessments			
	STAR 360					
Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Family and Community Involvement 1						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:


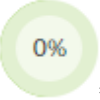

Student Achievement
Problem Statement 1: Our current reading composite for grades 3-5 is at 52% which is below the district composite. Root Cause 1: Students come with many gaps in reading due to language barriers, social economic challenges, homeless status, recent immigrant status, and mobility rate. (Our 2016-2017 mobility rate increased from 14% to 18.7%.)
School Culture and Climate
Problem Statement 1: Our students do not think they can achieve and be successful academically. Root Cause 1: Due to our students academic needs, language barriers and social economical challenges our students have faced a lot of failure and disappointment.
Family and Community Involvement
Problem Statement 1: Parents request additional support and training on how to help their children at home with school work. Root Cause 1: Many of our parents lack a formal education and did not graduate from high school. Many of parents are not educated in the United States.

Goal 2: Student Connectedness - 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.

Performance Objective 1: Using the Panorama Survey Data of our 3rd-5th grade students at least 75% will report they feel valued in our school community and can be successful in academic outcomes.

Evaluation Data Source(s) 1: Ongoing Academic Data, Panorama Survey, student conferences with teachers, administrators and staff

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	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			
Problem Statements: Demographics 1 - School Culture and Climate 1						
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			
Problem Statements: Demographics 1 - School Culture and Climate 1						
3) Weekly careers discussed from all T, 2, 4 and military with visual display in main hallway to get students interested and think broader i	1, 2, 10	Administrator, teacher, counselor	Increase student knowledge of career options and interest in education after high school			
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

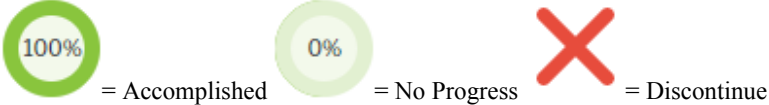
Demographics
<p>Problem Statement 1: 98% of our students are Latino and economically disadvantaged, and 92% LEP creates many challenges for our students both academically, socially and emotionally. Root Cause 1: 100% of our population comes from five apartment complexes on Pitner Road.</p>
School Culture and Climate
<p>Problem Statement 1: Our students do not think they can achieve and be successful academically. Root Cause 1: Due to our students academic needs, language barriers and social economical challenges our students have faced a lot of failure and disappointment.</p>

Goal 3: Parent/Community/School Connectedness - Improve school climate by establishing a positive, predictable environment that is focused on student success and includes parents and community in the process.

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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.	1, 2, 6, 7, 9, 10	Counselor, CIS, Principal, Bilingual Communications Specialist, Assistant Principals, Teachers	Master schedule of events, Newsletters, agendas, attendance rosters			
				Problem Statements: Demographics 1 - School Culture and Climate 1 - Family and Community Involvement 1 Funding Sources: 211 - Title I, Part A - \$2,769.00, 199 PIC 99 - Undistributed - \$1,103.00		
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.	1, 2, 6, 10	Counselor, CIS, Principal and Bilingual Communications Specialist	Classes held - Class Evaluation Sheets			
				Problem Statements: Demographics 1 - School Culture and Climate 1 - Family and Community Involvement 1		
						

Performance Objective 1 Problem Statements:

Demographics
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Family and Community Involvement

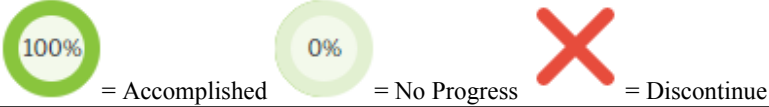
Problem Statement 1: Parents request additional support and training on how to help their children at home with school work. **Root Cause 1:** Many of our parents lack a formal education and did not graduate from high school. Many of parents are not educated in the United States.

Goal 3: Parent/Community/School Connectedness - Improve school climate by establishing a positive, predictable environment that is focused on student success and includes parents and community in the process.

Performance Objective 2: Increase our parents and community participation and engagement opportunities by 10% for the 2017-2018 school year.

Evaluation Data Source(s) 2: Panorama Survey, Parent Coffee Exit Slips, surveys from Parent Open House, Curriculum nights

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
PBMAS 1) Implementing Project Class school wide system and use recognition and rewards to increase self-discipline. PASS will be in place.	1, 2, 7, 10	Counselor, Administrators, Teachers and Staff	Decrease in office referrals, PBIS survey for teachers and students Increased self-efficacy and self advocacy			
PBMAS 2) Provide professional development for staff members on the Project Class system and handling student misbehavior.	1, 2, 4	Counselor	Attendance rosters, decrease in office referrals and write-ups			
PBMAS 3) School mission will be posted in every classroom and recited daily by staff and students.	2	Staff, Principal	decrease in misbehavior, increased panorama index			
4) Continue PBIS "gotcha tickets" for following expectations and going above and beyond	1, 2, 7, 10	Counselor, administration, teachers and staff	decrease in misbehavior, increased Panaroma Index Increase student school connectedness			
						

Performance Objective 2 Problem Statements:

Demographics
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School Culture and Climate

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Staff Quality, Recruitment, and Retention

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Family and Community Involvement

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School Context and Organization

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Goal 4: Post Secondary Readiness, Achievement - For the 2017-2018 school year 45% of our students will achieve "STAAR Meets grade level standards"




Performance Objective 1: Increase the percentage of students at the approaches level performance in all core areas.

- HBE will (TEA TIPPS Targets)
- 3-5 Student Achievement in Reading 70%
- 3-5 Student Achievement in Math 72%
- 5th Student Achievement in Science 70%
- 4th Student Achievement in Writing 65%

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy PBMAS</p> <p>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.</p>	1, 2, 3, 8, 9, 10	Principal, Assistant Principals, Teacher Facilitators, Teachers, Interventionists	Teacher data binders, increased scores.			
				Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		
<p>System Safeguard Strategy PBMAS</p> <p>2) State of the Classroom data conferences will be held with Principal, Assistant Principal and Teacher Facilitator in October, January, and March.</p>	1, 2, 3, 8, 9, 10	Principal, Assistant Principals, Teacher Facilitators, Teachers, Interventionists	Teacher data binders, increased scores.			
				Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		
<p>System Safeguard Strategy PBMAS</p> <p>3) SSC's will be established when required. Interventions will be planned for grades 2-5 beginning September through May.</p>	1, 2, 3, 8, 9, 10	Principal, Assistant Principals, Teacher Facilitators, Teachers, Interventionists	Teacher data binders, increased scores.			
				Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		

4) HBE 5th grade students will increase to 35% in Math and Reading in meets STAAR level. Current 16/17 4th grades were at 177 in Post Secondary Readiness Achievement to state standard.	1, 2, 8, 9, 10	Principal, Assistant Principal, Teacher Facilitators, Teacher Interventionist	State results on STAAR May 2018 35% or higher of 5th grades will meet Post Secondary Readiness achievement in Reading and Math.			
	Problem Statements: Demographics 1					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

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Curriculum, Instruction, and Assessment
Problem Statement 1: Only 53% of our students met the proficiency standards in composite scores (one year growth). Root Cause 1: Teachers do not know how to scaffold the language instruction to meet the needs of their students.

Goal 5: Post Secondary Readiness, Equity - Limited English Proficient (LEP) students will make expected yearly growth on TELPAS and will exit the program on time.

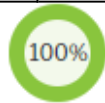
Increase percentage of students passing and receiving Masters on STAAR assessments above grade level.

Performance Objective 1: For the 2017-2018 school year 75% of our LEP students will make a minimum of one year growth through purposeful reading, writing, listening and speaking instructional practices.

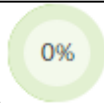
Evaluation Data Source(s) 1: TELPAS results, writing samples

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy PBMAS</p> <p>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. Seidlitz and Qtel</p>	1, 2, 3, 4, 9, 10	Principal, Assistant Principals, Teacher Facilitators, Classroom Teachers, Interventionists	TELPAS scores and number of students exiting the program			
				Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1		
<p>System Safeguard Strategy PBMAS</p> <p>2) Provide opportunities for learning outside of the classroom through study trips, visits to higher education institutes, and presentations on campus.</p>	1, 2, 3, 4, 9, 10	Team Leaders, Classroom Teachers, Teacher Facilitators, for LA/SS, Math, Science	Calendar of events for the year			
				Funding Sources: 211 - Title I, Part A - \$4,000.00, 199 PIC 11 - Instructional Services - \$500.00		
<p>System Safeguard Strategy PBMAS</p> <p>3) Teachers will identify their ELL students beginning of year TELPAS levels. Teachers will then pull small groups to build language skills based on students level to move them to expected levels.</p>	1, 2, 3, 4, 8, 9, 10	Administrators, Teacher Facilitators, Interventionist, Classroom teachers	Students will advance to next expected level of TELPAS.			
				Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1		
<p>4) Teachers will receive targeted professional development to assist them with strategies to address each TELPAS level needs. (Beginning, Intermediate, Advanced, Advanced High) Qtel, Seidlitz, Professional Development</p>		Administrators, Teacher Facilitators, Interventionist, Classroom teachers	Students will advance to next expected level of TELPAS			



= Accomplished



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Our current reading composite for grades 3-5 is at 52% which is below the district composite. Root Cause 1: Students come with many gaps in reading due to language barriers, social economic challenges, homeless status, recent immigrant status, and mobility rate. (Our 2016-2017 mobility rate increased from 14% to 18.7%.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Due to population, 92% LEP students, our teachers need additional training to meet needs of our students for language development and literacy. Many of our new students are not fluent in English or Spanish and lack basic literacy skills in both languages. Root Cause 1: With our high mobility, recent immigrant and social economic challenges our students come in at all levels of English proficiency.
Curriculum, Instruction, and Assessment
Problem Statement 1: Only 53% of our students met the proficiency standards in composite scores (one year growth). Root Cause 1: Teachers do not know how to scaffold the language instruction to meet the needs of their students.
School Context and Organization
Problem Statement 1: As we have less LEP assistants, from 5 to 3, need to make sure all our ELL students needs are met. Root Cause 1: With our high mobility, recent immigrant and social economic challenges our students come in at all levels of English proficiency.

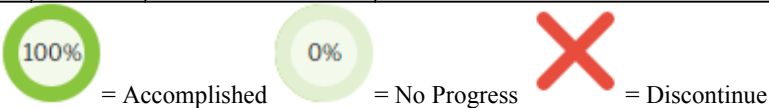
Goal 5: Post Secondary Readiness, Equity - Limited English Proficient (LEP) students will make expected yearly growth on TELPAS and will exit the program on time.

Increase percentage of students passing and receiving Masters on STAAR assessments above grade level.

Performance Objective 2: For the 2017-2018 school year we will decrease our students' ELL vs. All Campus gaps by five percentage points in each tested subject.

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

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy PBMAS 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.	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			
System Safeguard Strategy PBMAS 2) Teachers will use the Think through Math and Math in Focus series in math to build stamina and find materials better suited for our population that are not above grade level.	1, 8, 9	Classroom teachers, Principals, Teacher Facilitators, Assistant Principals	Performance on: benchmarks, practice STAAR, and STAAR 360, assessment			
3) Students who are performing above grade level will continue to be pushed through technology project based learning and instructional strategies.	1, 8, 9	Classroom teachers, Principals, Teacher Facilitators, Assistant Principals	Performance on benchmarks, practice STAAR, STAAR 360, assessment			
						

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Our current reading composite for grades 3-5 is at 52% which is below the district composite. **Root Cause 1:** Students come with many gaps in reading due to language barriers, social economic challenges, homeless status, recent immigrant status, and mobility rate. (Our 2016-2017 mobility rate increased from 14% to 18.7%.)

Staff Quality, Recruitment, and Retention

Problem Statement 1: Due to population, 92% LEP students, our teachers need additional training to meet needs of our students for language development and literacy. Many of our new students are not fluent in English or Spanish and lack basic literacy skills in both languages. **Root Cause 1:** With our high mobility, recent immigrant and social economic challenges our students come in at all levels of English proficiency.

Curriculum, Instruction, and Assessment

Problem Statement 1: Only 53% of our students met the proficiency standards in composite scores (one year growth). **Root Cause 1:** Teachers do not know how to scaffold the language instruction to meet the needs of their students.

School Context and Organization

Problem Statement 1: As we have less LEP assistants, from 5 to 3, need to make sure all our ELL students needs are met. **Root Cause 1:** With our high mobility, recent immigrant and social economic challenges our students come in at all levels of English proficiency.

Technology

Problem Statement 1: Teachers have access to equipment, but are not comfortable incorporating technology into actual instruction. **Root Cause 1:** Lack of training

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy PBMAS</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. Rigby Reading Spanish Reading A-Z 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-the-year DRA/EDL results, benchmarks, STAR 360 Universal Screener			
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Technology 1 Funding Sources: 211 - Title I, Part A - \$3,000.00, 199 PIC 25 - ESL/Bilingual - \$1,000.00, 199 PIC 99 - Undistributed - \$5,000.00</p>						
<p>System Safeguard Strategy PBMAS</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>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p>						

<p style="text-align: center;">System Safeguard Strategy PBMAS</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>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Involvement 1 - School Context and Organization 1</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	Librarian, Campus e-trainer	Staff development records, Lesson plans			
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1</p> <p>Funding Sources: 211 - Title I, Part A - \$5,500.00</p>						

<p align="center">System Safeguard Strategy PBMAS</p> <p>5) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying prevention * Classroom Violence/Conflict resolution * No Place for Hate * CSHAC * PBIS/Project Class * 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.</p>	1, 2, 10	Counselor, CSHAC coordinator, CIS, PBIS Coordinator, Teacher Facilitators	Agenda of meetings, attendance rosters			
<p>Problem Statements: School Culture and Climate 1 - Family and Community Involvement 1 Funding Sources: 199 PIC 99 - Undistributed - \$800.00</p>						
<p align="center">System Safeguard Strategy PBMAS</p> <p>6) 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>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>						
<p align="center">System Safeguard Strategy PBMAS</p> <p>7) 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 the 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, student trackers, Special Education teachers, data digs			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 PIC 23 - Special Education - \$350.00</p>						


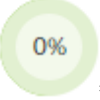

<p align="center">System Safeguard Strategy PBMAS</p> <p>8) SPECIAL EDUCATION- Ensure that SPED staff, building administrators, and counselors are trained on and adhere to SPED timelines and compliance requirements.</p> <p>All will attend required training offered by the district (MANDT, state assessments, IEP, etc.)</p>	4, 10	Campus SPED Teachers, Classroom Teachers, Principal, Assistant Principals	Professional Development transcripts			
<p align="center">Problem Statements: Student Achievement 1</p>						
<p align="center">System Safeguard Strategy PBMAS</p> <p>9) STATE COMP ED- Provide supplemental At-Risk services/support in these content areas:</p> <p>* Language Arts * Math * Science * Reach</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 align="center">Problem Statements: Student Achievement 1 - School Context and Organization 1</p> <p align="center">Funding Sources: 199 PIC 99 - Undistributed - \$1,688.00</p>						
<p align="center">System Safeguard Strategy PBMAS</p> <p>10) 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 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>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 align="center">Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Technology 1</p> <p align="center">Funding Sources: 211 - Title I, Part A - \$250,581.00, 199 PIC 30 - At Risk School Wide SCE - \$6,406.00, 199 PIC 25 - ESL/Bilingual - \$3,565.00, 199 PIC 11 - Instructional Services - \$14,095.00, 199 PIC 99 - Undistributed - \$8,309.00</p>						

<p align="center">System Safeguard Strategy PBMAS</p> <p>11) 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 Untied 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">Problem Statements: Staff Quality, Recruitment, and Retention 1</p>						
<p align="center">System Safeguard Strategy PBMAS</p> <p>12) 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 opportunities for teachers to be coached, attend training/in-service/workshops and/or conferences together with structured follow-up. <p>Judith Van Horn</p> <p>We will use faculty meetings and PLC's to provide professional development in the areas mentioned above.</p>	1, 2, 3, 4, 9	Principal, ILT, Data Budget Specialist, Teachers, Teacher Facilitators, Interventionists	District Accountability			
<p align="center">Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p> <p align="center">Funding Sources: 199 PIC 99 - Undistributed - \$2,545.00</p>						

<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>13) 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>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 211 - Title I, Part A - \$11,000.00, 199 PIC 11 - Instructional Services - \$9,803.00, 199 PIC 99 - Undistributed - \$2,800.00</p>						
<p>14) 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>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>						
<p>15) 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 administration)</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>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>						
<p align="center">System Safeguard Strategy</p> <p>16) 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>Parents 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>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Involvement 1</p>						
<p>17) 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>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Involvement 1 - School Context and Organization 1</p>						

<p align="center">System Safeguard Strategy</p> <p>18) 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</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>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p>						
<p align="center">System Safeguard Strategy</p> <p>19) 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	Lessons plan & observations			
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1</p>						
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>20) GIFTED AND TALENTED- conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis will placed on finding and identifying students of color, students living in low SES and those who show great potential but who are difficult 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>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Involvement 1 - School Context and Organization 1 - Technology 1</p>						

<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>21) COORDINATED 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>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Involvement 1</p>						
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <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 Communication Specialist	Completion of goals			
<p>Problem Statements: Demographics 1 - School Culture and Climate 1 - Family and Community Involvement 1 - School Context and Organization 1</p> <p>Funding Sources: 199 PIC 99 - Undistributed - \$750.00</p>						

<p>System Safeguard Strategy</p> <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>	6	Principal, Bilingual Communications Specialist, CIS, Counselor	Sign-in sheets, Parent compacts			
<p>Problem Statements: Demographics 1 - School Culture and Climate 1 - Family and Community Involvement 1 - School Context and Organization 1</p>						
<div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <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>						

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 98% of our students are Latino and economically disadvantaged, and 92% LEP creates many challenges for our students both academically, socially and emotionally. Root Cause 1: 100% of our population comes from five apartment complexes on Pitner Road.</p>
Student Achievement
<p>Problem Statement 1: Our current reading composite for grades 3-5 is at 52% which is below the district composite. Root Cause 1: Students come with many gaps in reading due to language barriers, social economic challenges, homeless status, recent immigrant status, and mobility rate. (Our 2016-2017 mobility rate increased from 14% to 18.7%.</p>
School Culture and Climate
<p>Problem Statement 1: Our students do not think they can achieve and be successful academically. Root Cause 1: Due to our students academic needs, language barriers and social economical challenges our students have faced a lot of failure and disappointment.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Due to population, 92% LEP students, our teachers need additional training to meet needs of our students for language development and literacy. Many of our new students are not fluent in English or Spanish and lack basic literacy skills in both languages. Root Cause 1: With our high mobility, recent immigrant and social economic challenges our students come in at all levels of English proficiency.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Only 53% of our students met the proficiency standards in composite scores (one year growth). Root Cause 1: Teachers do not know how to scaffold the language instruction to meet the needs of their students.</p>
Family and Community Involvement
<p>Problem Statement 1: Parents request additional support and training on how to help their children at home with school work. Root Cause 1: Many of our parents lack a formal education and did not graduate from high school. Many of parents are not educated in the United States.</p>
School Context and Organization

Problem Statement 1: As we have less LEP assistants, from 5 to 3, need to make sure all our ELL students needs are met. **Root Cause 1:** With our high mobility, recent immigrant and social economic challenges our students come in at all levels of English proficiency.

Technology

Problem Statement 1: Teachers have access to equipment, but are not comfortable incorporating technology into actual instruction. **Root Cause 1:** Lack of training

System Safeguard Strategies

Goal	Objective	Strategy	Description
4	1	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.
4	1	2	State of the Classroom data conferences will be held with Principal, Assistant Principal and Teacher Facilitator in October, January, and March. .
4	1	3	SSC's will be established when required. Interventions will be planned for grades 2-5 beginning September through May.
5	1	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. Seidlitz and Qtel
5	1	2	Provide opportunities for learning outside of the classroom through study trips, visits to higher education institutes, and presentations on campus.
5	1	3	Teachers will identify their ELL students beginning of year TELPAS levels. Teachers will then pull small groups to build language skills based on students level to move them to expected levels.
5	2	4	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.
5	2	5	Teachers will use the Think through Math and Math in Focus series in math to build stamina and find materials better suited for our population that are not above grade level.
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 Reading A-Z 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.

Goal	Objective	Strategy	Description
6	1	5	Provide professional development based on level of expertise and need in the following areas: * Bullying prevention * Classroom Violence/Conflict resolution * No Place for Hate * CSHAC * PBIS/Project Class * Developmental Assets 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.
6	1	6	Special Education- Monitor and evaluate LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. The campus SPED department works collaboratively with classroom teachers to encourage inclusion and support teachers when students are transitioned to classrooms.
6	1	7	SPECIAL EDUCATION- Examine state assessment reports to evaluate progress of students with disabilities relative ARD committee recommendations and predictions. SPED students will participate in the benchmarks and assessments with modifications created by SPED teachers. Students will be monitored through classroom matrix.
6	1	8	SPECIAL EDUCATION- Ensure that SPED staff, building administrators, and counselors are trained on and adhere to SPED timelines and compliance requirements. All will attend required training offered by the district (MANDT, state assessments, IEP, etc.)
6	1	9	STATE COMP ED- Provide supplemental At-Risk services/support in these content areas: * Language Arts * Math * Science * Reach 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	10	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 form 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	11	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	12	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 opportunities for teachers to be coached, attend training/in-service/workshops and/or conferences together with structured follow-up. Judith Van Horn We will use faculty meetings and PLC's to provide professional development in the areas mentioned above.

Goal	Objective	Strategy	Description
6	1	13	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	16	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
6	1	18	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.
6	1	19	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.
6	1	20	GIFTED AND TALENTED- conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis will placed on finding and identifying students of color, students living in low SES and those who show great potential but who are difficult 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	21	COORDINATED 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	22	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
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 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	TRANSPORTATION	11.6494	\$500.00
6	1	10	COPIER	11.6269	\$3,500.00
6	1	10	SUPPLIES & MATERIALS	11.6399	\$10,495.00
6	1	10	FEES & DUES	11.6497	\$100.00
6	1	13	SUBSTITUTES	11.6112	\$2,500.00
6	1	13	SUPPORT STAFF SUBSTITUTES	11.6122	\$6,850.00
6	1	13	MEDICARE	11.6141	\$44.00
6	1	13	EMP CONT	11.6142	\$94.00
6	1	13	WORKERS COMP	11.6143	\$19.00
6	1	13	TRS	11.6146	\$296.00
Sub-Total					\$24,398.00
Budgeted Fund Source Amount					\$24,398.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	7	SUPPLIES & MATERIALS	11.6399	\$350.00
Sub-Total					\$350.00
Budgeted Fund Source Amount					\$350.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	READING MATERIAL	11.6329	\$1,000.00
6	1	10	SUPPLIES & MATERIALS	11.6399	\$3,565.00
Sub-Total					\$4,565.00

Budgeted Fund Source Amount					\$4,565.00
+/- Difference					\$0

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	11.6399		\$1,500.00
3	2	4	SUPPLIES	6399.30	\$1,000.00
6	1	10	SUPPLIES & MATERIALS	11.6399	\$3,627.00
6	1	10	COPIER - ADA	11.6269	\$2,779.00
Sub-Total					\$8,906.00
Budgeted Fund Source Amount					\$8,906.00
+/- Difference					\$0

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	CUSTODIAN	51.6121	\$1,000.00
3	1	1	MEDICARE	51.6141	\$15.00
3	1	1	WORKERS COMP	51.6143	\$6.00
3	1	1	TRS	51.6146	\$82.00
6	1	1	LIBRARY BOOKS	12.6329	\$5,000.00
6	1	5	SUPPLIES & MATERIALS	31.6399	\$800.00
6	1	9	SUBSTITUTES	23.6122	\$1,688.00
6	1	10	PARAPROFESSIONAL - OVERTIME	23.6121	\$1,500.00
6	1	10	MEDICARE	23.6141	\$44.00
6	1	10	WORKERS COMP	23.6143	\$19.00
6	1	10	TRS	23.6146	\$246.00
6	1	10	SUPPLIES & MATERIALS	23.6399	\$3,500.00
6	1	10	LIBRARY S&M	12.6399	\$500.00
6	1	10	SUPPLIES & MATERIALS	52.6398 & 6399	\$2,500.00
6	1	12	MISC OPERATING EXPENSES	23.6499	\$2,500.00

6	1	12	FEES/DUES (SAM'S CARD)	23.6497	\$45.00
6	1	13	EMPLOYEE -STAFF DEVELOPMENT	13.6411	\$1,000.00
6	1	13	ADMINISTRATORS - STAFF DEVELOPMENT	23.6411	\$1,800.00
6	1	22	S&M	33.6399	\$750.00
Sub-Total					\$22,995.00
Budgeted Fund Source Amount					\$22,995.00
+/- Difference					\$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	PARENT SNACKS	61.6499	\$1,000.00
3	1	1	SUPPLIES & MATERIALS	61.6399	\$1,769.00
5	1	2	ENTREE FEES/PRESENTATION FEES	11.6412	\$2,000.00
5	1	2	TRANSPORTATION	11.6494	\$2,000.00
6	1	1	READING MATERIAL	11.6329	\$3,000.00
6	1	4	SOFTWARE	11.6397	\$500.00
6	1	4	TECHNOLOGY	11.6398	\$5,000.00
6	1	10	SALARY	11.6119	\$192,076.00
6	1	10	MEDICARE	11.6141	\$2,873.00
6	1	10	INSURANCE	11.6142	\$17,700.00
6	1	10	WORKERS COMP	11.6143	\$1,265.00
6	1	10	TRS	11.6146	\$18,919.00
6	1	10	SUPPLIES & MATERIALS	11.6399	\$17,748.00
6	1	13	SUBSTITUTES	11.6112	\$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	\$1,000.00
6	1	13	PROF DEVELOPMENT	23.6411	\$1,000.00
6	1	13	PROF DEVELOPMENT	23.6329	\$1,000.00

6	1	13	REGION IV - ADMIN	23.6239	\$500.00
Sub-Total					\$276,850.00
Budgeted Fund Source Amount					\$276,850.00
+/- Difference					\$0
Grand Total					\$338,064.00