

**Spring Branch Independent School District**  
**Hunters Creek Elementary School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

At HCE we positively impact each child's life every day to graduate students with Tough Minds and Tender Hearts!

## Vision

### **TOUGH MIND - TENDER HEART**

**Together with faculty and families our students are building:**

- High expectations for themselves as self-advocates
- An ability to problem solve with perseverance to develop strengths and overcome obstacles
  - An empathetic and respectful character
- The capability to collaborate and think critically to create their own unique futures.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Most currently reported demographic data:

2014 - 2015

Campus Demographics

Campus Type Elementary

Campus Size 668 Students

Grade Span KG - 05

Percent Economically Disadvantaged 13.6

Percent English Language Learners 13.9

Mobility Rate 9.6

### Demographics Strengths

Relatively low mobility and low % of economically disadvantaged and LEP students.

## **Student Achievement**

### **Student Achievement Summary**

Overall we are improving in more areas than not. Our focus for improvement needs to be:

1. Increasing advanced development or Ready to Apply on: DRA, math assessments in all grades, and STAAR for all students and subgroups.
2. Focus on our 3 lowest performing subgroups to show growth in all areas.
3. TELPAS - increasing students making A or AH in 3 years or exiting in 5 years.
4. Mathematics in all grade levels is a concern as our improvement is flat or decreasing.

### **Student Achievement Strengths**

Don't know about distinctions yet.

Good percentage of students scoring advanced development on DRA in K, 1, 2 and then on the STAAR and NRT testing. Great baseline data.

Met Standard on STAAR is not a concern as much as advanced development.

### **Student Achievement Needs**

Exiting ESL students in 3rd, 4th and 5th gradees - by meeting the exit criteria - Language Development

Mathematics instruction in all grade levels.

Differentiating UP for our higher students.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Review of TRIPOD shows mostly acceptable, but not glowing, results.

Discipline data has improved with very few out of school suspensions and a drop in office referrals.

Attendance has improved but continues to be an area to improve. Many students are absent because they are on family trips.

### **School Culture and Climate Needs**

On the TRIPOD Survey of all students in grades 3, 4 and 5, increase students' scores on the following 4 indicators: My teacher pushes me to work hard and to think hard about things we read and learn. 65% agree Increase to 80% My classmates behave the way my teacher wants them to so our class stays busy and does not waste time. 39% agree Increase to 80% My school work and homework is interesting. School work 50% agree Homework 40% agree Increase both to 80% Students speak up and share their ideas about class work. 42% agree Increase to 80%

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

Last year we had big turn over in our primary grades and this year in our intermediate grades 2 - 5. Some of that was teachers from HCE moving to different grade levels and we added a 5th grade class. Overall we have 10 new teachers on campus. That includes 2 special ed positions.

# **Family and Community Involvement**

## **Family and Community Involvement Summary**

Our PTA and community are involved and supportive. They are dedicated to serving the faculty and students at HCE both by giving their time to volunteer in a variety of roles and by raising funds to support enrichment activities, continuous improvement to instruction and staff development for our faculty.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- 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

## 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
- Federal Report Card Data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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

## 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
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee 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
- 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**

- 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
- Other additional data

# Goals




**Goal 1: Increase the percent of students who score advanced development on the end of year DRA at all grade levels by at least 5% and increase scores at advanced levels on all STAAR tests given by 10 percentage points (ie 20% - 30%).**

**Performance Objective 1:** Increase advanced scores on DRA and STAAR.

**Evaluation Data Source(s) 1:** End of year DRA scores and STAAR scores

**Summative Evaluation 1:**

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Understanding and implement the use of Datawise and PLC research by DuFour for creating an effective professional learning community at HCE in which teachers plan collaboratively on a regular basis.  Online EDx Course from Harvard PLC Rubric - focus on Shared Visions, Shared Goals, Common Assessments, Action Research.	All Instructional Staff	November:  January:  March:			
2) Schedule and hold grade level collaborative data discussions and/or professional learning meetings at least every 10 days to review data and plan based on the data.	Administrators Instructional Staff Teachers	Calendar and notes for the meetings. End of year DRA, TELPAS, STAAR, NRT and other end of year summative assessment.			
Funding Sources: Other: See Account Code - 58000.00					
3) Learn to use the T-TESS Rubric to: 1. Reflect on and self-assess 2. Create goals for improvement 3. Participate in walk throughs, observations by admin and colleagues 4. Choose appropriate professional learning	All instructional staff	November: Self-assessments and goal completed. Walk throughs and feedback has begun.  January:  March:			




<p>4) DATA DRIVEN SMALL GROUP INSTRUCTION Use beginning of the year, pretests, formative teacher made assessments, Priority Standard assessments and informal assessments to plan for and conduct small group instruction in reading and math that will accelerate and challenge all students at their instructional levels. THIS ALSO INCLUDES - FOR READING: DRA focus for instruction, use of the literacy continuum, and running records weekly for students reading below grade level FOR MATH: Kathy Richardson assessments for every grade as needed, implementing the math facts plan at each grade level, Differentiation of work stations to meet individual needs based on data</p>	<p>Administrators Instructional Staff Teachers</p>	<p>November: PSA, BOY Data, Running Records, Formative Assessment Results, small group lesson plans, discussion at collaborative meetings  January: Mid-year assessments, Running Records, Formative Assessments  March: TELPAS scoring, Practice STAAR</p>			
<p>Funding Sources: Other: See Account Code - 220000.00</p>					
<p>5) FLEXIBLE GROUPING AMONG AND ACROSS GRADE LEVELS Use beginning of the year, pretests, formative teacher made assessments, Priority Standard assessments and informal assessments to plan flexible group among and across grade levels in reading and math that will accelerate and challenge all students at their instructional levels. THIS ALSO INCLUDES - FOR READING: DRA focus for instruction, use of the literacy continuum, and running records weekly for students reading below grade level FOR MATH: Kathy Richardson assessments for every grade as needed, implementing the math facts plan at each grade level, Differentiation of work stations to meet individual needs based on data</p>	<p>Administrators Instructional Staff Teachers</p>	<p>November: PSA, BOY Data, Kathy Richardson, Formative Assessment Results, small group lesson plans, discussion at collaborative meetings  January: Mid-year assessments, Kathy Richardson assessments, Formative Assessments, small group lesson plans, discussion at collaborative meetings  March: Formative assessments, small group lesson plans, discussion at collaborative meetings, Practice STAAR for grades 3 - 5</p>			
<p>6) Students were tested at the end of the 2015-2016 school year to identify students who could accelerate to the next grade level for mathematics instruction. Monitor the progress of these students to ensure their success.</p>	<p>3rd, 4th, and 5th grade math teachers of these students Instructional Specialist Principal, Asst Principal</p>	<p>Formative assessment throughout the year Grades</p>			
<p style="text-align: center;">  = Accomplished      = No Progress      = Discontinue </p>					

**Goal 2: Increase the percent of English Language Learner students in 2nd through 5th grades who exit the ESL program and who meet the progress measure for a year's growth.**

**Performance Objective 1:** Teachers will plan consistent small group instruction with their ESL students with a focus on listening, speaking, reading, and writing descriptors from our ELPS guides so that each student grows at least one proficiency level on all areas of TELPAS.

**Evaluation Data Source(s) 1:** End of year TELPAS

**Summative Evaluation 1:**

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Intentional planning for small group instruction to focus on concept and vocabulary development with teacher, ESL teaching assistant, volunteers and peers	Teachers, ESL Assistant, Administrators, all instructional staff	TELPAS, ARLAs and E-LARS			
2) Using the ELPS guides to identify the current English proficiency level of each student and use the ELPS guide to facilitate planning for instruction.	Teachers, ESL Assistant, Administrators, All instructional staff	TELPAS, ARLAs, E-LARS, STAAR, NRT, DRA			
3) 1) Understanding and implement the use of Datawise and PLC research by DuFour for creating an effective professional learning community in which teachers plan collaboratively on a regular basis.  Online EDx Course from Harvard - optional for fall semester  Use the ARLA, E-LAR, ELPS and PLD documents to track progress and to serve as determination of levels each nine weeks. ARLAs and E-LARs will be turned in to Robye on the date that Report Cards are due to be complete.	All instructional Staff	November: Analyze the ARLA document  January: Analyze the ARLA Document in January  March: TELPAS Indicators determined and entered			
 = Accomplished  = No Progress  = Discontinue					

**Goal 3: Meet all indicators on House Bill 5 Community and Student Engagement Evaluation (CaSE)**

**Performance Objective 1:** Overall campus report should show exemplary in all 9 factors. Currently we are exemplary in 3 of the 9 factors.

**Evaluation Data Source(s) 1:** End of year CaSE Report.

**Summative Evaluation 1:**

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>1) 1) Identify the areas for which we were not exemplary and plan activities to fulfill these goals:</p> <p>Factor 1: all yes</p> <p>Factor 2: -Provide child abuse, anti-victimization and suicide prevention programming to all students.</p> <p>Factor 3: -Provide or promote at least 3 opportunities to education parents about supporting students who have been identified as GT, ELL, SpEd and 504. -Provide or promote at least 3 opportunities for adult learning such as parenting, ESL, nutrition, etc.</p> <p>Factor 4: -Will display college pennants, signage and or marketing info and schedule regular staff college dress days. -Performance objective to increase 21st Century Workforce Development (see objective 2 below) -Include in a parent survey the following items and average at least 50% or shows 5% improvement over prior year. Items: I believe that school provides my child adequate information about career opportunities for his or her future. I am aware of career and technical education (CATE) pathways and the careers they represent available for my child to take at the high school level.</p> <p>Factor 5: -All ELL student make at least one proficiency level growth as measured in TELPAS composite score.</p>	Administration and faculty for all factors	<p>November - calendar of events, flyers, sign in sheets, meeting agendas</p> <p>January - calendar of events, flyers, sign in sheets, meeting agendas</p> <p>March - calendar of events, flyers, sign in sheets, meeting agendas</p>			

-Provide and or promote at least 2 parent outreach events that target the families of ELL, LOTE and Dual Lng students (meetings, competitions, parent ed courses, family nights)

Factor 6:  
-Texas Campus STaR Chart educator preparation and staff development classified as ADVANCED or TARGET TECH in key area 2.  
-At least 75% of teachers on staff attend professional development on digital strategies and tools to engage students in personalized learning incorporated into their lessons.

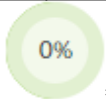
Factor 7:  
All yes

Factor 8:  
-Provide and/or promote at least 2 parent or community outreach events that target the families of GT students such as GT identification meetings, college readiness meetings, advanced placement meetings, dual credit meetings, GT showcase talent show, GT principal's coffee, Advanced Academics brown bag lunches, etc.

Factor 9 - all yes



= Accomplished



= No Progress



= Discontinue

**Goal 4: To remain in compliance with Federal and State law.**

**Performance Objective 1:** To remain in compliance with Federal and State law, the campus will implement the following strategies.

**Evaluation Data Source(s) 1:** All strategies will be implemented.

**Summative Evaluation 1:**

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>1) Conduct annual program evaluation (CATE, SCE G/T, LEP, ) utilizing student performance data derived from special populations for the purpose of program review and revision.</p> <p>(List programs to be evaluated. Include all programs receiving state or federal funds.)</p> <p>Specific to HCE: Evaluation programs for our LEP students.</p>	Admin team, instructional specialists, teachers	<p>November: All end of year data analyzed and students are targeted for intervention. ELL plans for acceleration for those not making a year's progress are complete.</p> <p>January: Schoolwide check of the PLD rubrics for progress for ELL learners.</p> <p>March: TELPAS rubrics complete and data entered for TELPAS. Review of all scores available at than time for yearly progress.</p>			
Funding Sources: Other: See Account Code - 10000.00					
<p>2) 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 the Reading Standards.</p> <p>See our Goal #1</p>	Admin team, instructional specialists, teachers	See goal #1			
<p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p>	Admin team, instructional specialists, teachers	<p>November: Accelerations plan monitoring for 2nd nine weeks. Review progress of students in intervention groups.</p> <p>January: Review acceleration plans and progress monitoring from intervention groups.</p> <p>March: Practice STAAR data analyzed for progress.</p>			



<p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.</p> <p>(You may add additional activities if you choose).</p>	<p>Technology Committee, Admin team, instructional specialists, teachers, mentor coordinator</p>	<p>Lesson plans, student products, survey of mentor-mentee participants, turnover of faculty members decreases.</p>			
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>Red Ribbon Week Health Lessons in Health Fitness Classes</p>	<p>Admin team, instructional specialists, teachers</p>	<p>End of year survey</p>			
<p>6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Resiliency/Developmental Assets * No Place for Hate * CSHAC * Love and Logic Teacher and parent learning meetings. PTA Parent Education survey and classes</p>	<p>Admin team, instructional specialists, teachers</p>	<p>End of the year survey</p>			
<p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>Use the SSC process (RTI) appropriately to make good referrals beyond general education.</p>	<p>Admin team, instructional specialists, teachers</p>	<p>Rate of referrals and students who qualify for services.</p>			

<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>Review the STAAR and TELPAS data with our SE team and ensure we keep data to drive decisions about assessment.</p>	<p>Admin team, special education staff</p>	<p>STAAR, TELPAS</p>			
<p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>ARD training, put all annual ARDs on the calendar in the fall for the whole year, review accommodations with teachers before school begins and as we conference about students.</p>	<p>Admin team, special education staff, teachers</p>	<p>All timelines compliant</p>			
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> <li>* Language Arts</li> <li>* Math</li> <li>* Science</li> <li>* Social Studies</li> <li>* LEP Intervention Specialist</li> </ul> <p>Literacy and Math Specialist funded by our PTA will work as interventionist.</p>	<p>Admin team, instructional specialist, teachers</p>	<p>STAAR, TELPAS, NRT, DRA</p>			
<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, online learning</p> <p>Think THrough Math and SumDog for grades K-5 Investigate Dreambox for Math LLI for Literacy Specialist Additional Funding from PTA</p>	<p>Math Committee, Administrators</p>	<p>STAAR Data, grades, reports from TTM, Sum Dog, LLI</p>			<p>Funding Sources: 199 - General Fund: SCE (At-Risk) - 1014.00</p>

<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> <li>* recruitment</li> <li>* training/support</li> <li>* recognition of volunteers/partnerships</li> </ul> <p>Continue to seek out mentors for our students.</p>	Admin Team, Teachers	Mentors found and matched with mentees...even just 1!!			
<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"> <li>* vertical alignment</li> <li>* instructional strategies to meet the needs of diverse student populations</li> <li>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy</li> <li>* STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math.</li> <li>* Small Group Instruction</li> <li>* This includes opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up.</li> </ul> <p>Annual linear calendar of all PLCs, faculty meetings, committee meetings, CIT meetings, parent education meetings.</p>	Admin, teachers, instructional specialist	Calendar Sign in sheets			
<p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>See activity #13</p>	Admin, teachers, instructional specialist	Calendars and sign in sheets			
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>Two teachers sharing the job of Lead Mentor for the year</p>	Omi Ford, Rachel Scott, mentors, mentees, administrators	Agendas, Calendar, Feedback from Mentors and Mentees			

<p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website</p> <p>Review interview process and questions. Teams interview and use rubrics to rank candidates.</p>	<p>Admin, teachers, instructional specialist</p>	<p>Staff hired</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 parents and school.</p> <p>Sharing our staff development plan (CIP) with our campus improvement team.</p>	<p>Admin, teachers, instructional specialist</p>	<p>Meeting minutes</p>			
<p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>This activity for PK and elementary schools only. Other campuses may delete.</p> <p>Kindergarten Roundup PK visits from Bear Blvd 2nd opportunity for parents and PK parents from private schools to visit</p>	<p>Admin, teachers, instructional specialist</p>	<p>Meeting and visits held</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:</p> <ul style="list-style-type: none"> <li>a) Nature and needs of G/T students</li> <li>b) Assessing and identifying G/T student needs</li> <li>c) Differentiating Curriculum for G/T students</li> <li>d) Assessing social and emotional needs of G/T students</li> <li>e) Creativity and instructional strategies for G/T students.</li> </ul> <p>(Select at least one area of focus from the list and describe how you will implement this on your campus.)</p> <p>Focus on differentiating UP for students who need a higher level of challenge.</p>	<p>Admin, teachers, instructional specialist</p>	<p>TRIPOD Survey, end of year survey</p>			

<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>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>See activity#19</p>	<p>Admin, teachers, instructional specialist</p>	<p>TRIPOD Survey, end of year survey</p>			
<p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>Newsletters, parent communication about district meetings</p>	<p>Admin, teachers, instructional specialist, G/T coordinator</p>	<p>End of year survey</p>			
<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> <li>1. Review the School Health Index completed by the C-SHAC</li> <li>2. Identify focus area(s) for campus</li> <li>3. Choose focus area(s) to place in this area of Required Elements</li> <li>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"> <li>a. District Five Year Goal Campus Survey</li> <li>b. School Health Index</li> <li>c. SEL/40 Developmental Asset Survey</li> </ol> </li> </ol>	<p>CSHAC members</p>	<p>Meetings held Activities implemented</p>			
<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <ul style="list-style-type: none"> <li>*offer several opportunities for parent input.</li> <li>*develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish.</li> <li>*share compact with parents and document.</li> </ul> <p>(This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)</p>	<p>NA</p>	<p>NA</p>			

<p>24) Increase parent attendance at Title I Annual Meeting to share:          *standards and goals          *parents' rights'          *curriculum          *School Report Card          *Title I participation          *Offer a flexible number of meetings.</p> <p>(The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)</p>	NA	NA			
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= Accomplished



= No Progress



= Discontinue

## Campus Funding Summary

<b>199 - General Fund: SCE (At-Risk)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	11	At-Risk	6399	\$1,014.00
<b>Sub-Total</b>					<b>\$1,014.00</b>
<b>Other: See Account Code</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	PTA Funded Positions - 1.5 Math Intervention and 1.5 Literacy Intervention	PTA - \$180,000.00	\$58,000.00
1	1	4	PTA Funded Positions - 1.5 Math Intervention and 1.5 Literacy Intervention	PTA	\$220,000.00
4	1	1	ELPS resources from ESC20 and TEA	PTA	\$10,000.00
<b>Sub-Total</b>					<b>\$288,000.00</b>
<b>Grand Total</b>					<b>\$289,014.00</b>